

# The BUSINESS EDUCATION World

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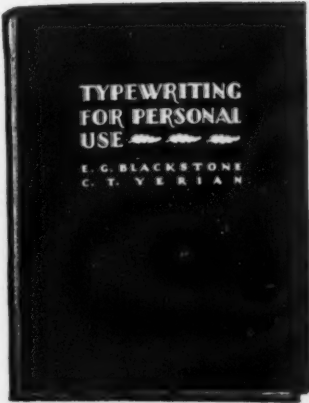
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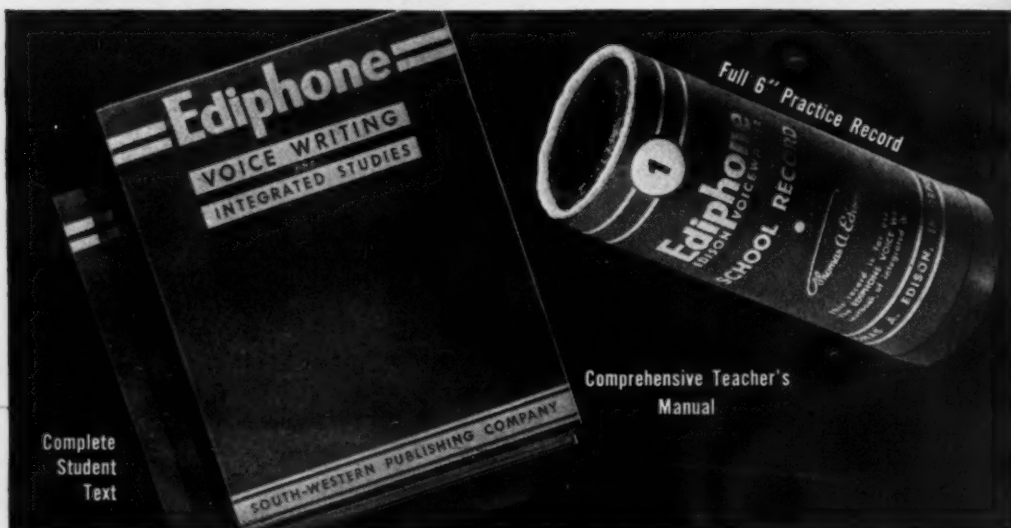
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# The BUSINESS EDUCATION World

XX

OCTOBER, 1939

No. 2

## The Concept of Conflict

G. H. ESTABROOKS, Ph. D.

*Head, Department of Psychology, Colgate University*

LET us take a simple concept in the acquisition of skill—a concept that has a wide application to all branches of psychology and that lends itself in very practical fashion to training in, say, typing or shorthand; namely, conflict.

Psychoanalysis uses this term constantly in the explanation of various neuroses. Shell shock furnishes an excellent example. Here the soldier is torn between duty and a desire to save his life, an obvious example of conflict. His unconscious solves the problem: the soldier wakes up one morning to find that his arm is paralyzed, that his leg is contracted, or, in exceptional cases, that he is completely blind—hysterical blindness.

You can't ask a sick man to fight; you can't call him a coward, because he's sick. Obviously, his unconscious has shown exceptional wisdom in choosing this way out.

The behaviorist is studying this problem more and more in his conditioned reflex. He teaches his dog to eat from one pan over which is displayed a circle, but every time the animal approaches another pan he gets his paws severely burned by electricity. Over this pan is an ellipse. The dog quickly learns to distinguish between the two.

Now the experimenter makes the ellipse

more and more like the circle. Soon the dog cannot tell them apart; for instance, when the axes of the ellipse are in the ratio of 8-9. The problem at this stage becomes too great for the animal; he becomes highly irritable, develops a neurosis, and literally goes crazy as a result of conflict.



G. H. ESTABROOKS

Even in such very unorthodox places as the study of vision we have examples of conflict. For instance, we arrange, in a pair of glasses, special lenses that completely reverse the visual field. Up is down and left is right. A newspaper must be held upside down. In reaching for coffee, the subject moves his hands not to the right but to the left. All

his life he has been doing the opposite so this is a very severe strain on his habit system. He wears these glasses all day and has his eyes bandaged at night, so that he has no chance to practice his normal habits of vision.

He learns rapidly to readjust, but he will probably have to stop before the experiment is completed. So great is the conflict that it results in severe emotional upsets and might lead to a nervous breakdown if it were not discontinued.

Handedness yields another example. We are all more or less familiar with the dangers of shifting the left-handed student to

right-handed habits. This tendency to use the left hand is probably inborn and means that the right half of the brain will normally handle the body. But, in changing, we insist that the left hemisphere do the work instead. The result is conflict between these centers of control, resulting in various neurotic symptoms, of which stammering is perhaps the most common.

In the psychology of skill we find just as definite if not as spectacular results. For instance, take the card-sorting test. The subject is required to sort as quickly as possible a set of 100 cards divided into ten suits. After the cards have been distributed ten times, another order of designs is substituted, and the cards are again sorted ten times.

Curiously enough, the sorting time for the first two or three trials with the changed order is longer than the time of the first two or three in the original series. We call it negative transfer or habit interference.

That is a very simple example. The following is a little more to the point.

The old way of training motormen or truck drivers was to have the apprentice, after a day or more of "schooling" in the essential parts, spend the next ten days or two weeks assigned each day to a *different* motorman. This practice is, from the psychologist's point of view, most harmful. There is a great variation in the way two motormen do the same job. To quote Viteles:<sup>1</sup>

Experimental studies of learning have shown that, when opposing associations are alternately practiced, they have an interference effect upon each other, particularly during the early practice period.

Granted that the new keyboard on the typewriter may have certain very definite advantages, but following the same line of reasoning, it would seem highly doubtful that we should attempt to shift an expert from the old to the new. Habit interference would be acute, certainly in the early stages, and the individual would have great difficulty in attaining his old level of proficiency.

So in the training of any skill it would

<sup>1</sup> Viteles, M. S., *Industrial Psychology*, W. W. Norton & Co., Inc., New York, 1930, p. 396.

seem essential to avoid conflict, habit interference, negative transference—call it what you will. First we must decide on the "one best way" in which the skill should be performed. Unfortunately this one best way of the efficiency engineer may not have been determined. But we can at least pick on *the* best way, so far as our knowledge goes.

Then have the student stick to it, not only as to finger movements, but in the position of notebook, pen, paper, carbon paper, clips, and all the accessories. And, if possible, have the instruction always given by one person so as to avoid this habit interference.

As Book<sup>2</sup> says, "Great effort wrongfully or carelessly applied is even more detrimental to progress than a simple lapse in attention or memory"; and Viteles,<sup>3</sup> summing up the results of many experiments, says this evidence "further confirms the desirability of insisting upon the repetition of only those movements which have been found most suitable for the task as a means of insuring the achievement of the necessary level of skill in its performance."

Perhaps no single essay in psychology is so well known as James's famous chapter on Habit. One great law of habit formation he states as follows:<sup>4</sup>

*Never suffer an exception to occur till the new habit is securely rooted in your life. Each lapse is like the letting fall of a ball of string which one is carefully winding up; a single slip undoes more than a great many turns will wind again.*

This concept of habit interference is extremely easy to grasp, but very difficult to pass on. The student is always an individual, and teaching tends to vary. It is hard for a teacher to train, day in and day out, along the *one best way*. It is monotonous, and the teacher is also an individual. There seem to be many obvious ways of improving on the routine. The literature is full of suggestions, many of them excellent. It is human nature to vary the technique—and

<sup>2</sup> Book, W. F., *The Psychology of Skill*, The Gregg Publishing Co., New York, 1925, p. 245.

<sup>3</sup> *Op. cit.*, pp. 427-428.

<sup>4</sup> James, William, *Psychology*, Henry Holt & Co., 1905, p. 145.

that is very bad, especially in the early stages.

A change of instructors may also cause variations, even when the second teacher is both competent and intelligent. It is difficult to copy exactly, especially when he has his own ideas. But even if his method is better, that is no justification for interrupting training that has been proceeding—and may again be continued—on lines that are almost as good.

Finally we have the student. Drill is monotonous. All too often he works not to obtain top performance but a diploma. The great factor in skill will eventually center around incentive, in school or on the job. If the student is given the proper basic training, this incentive will have a

solid foundation on which to build—and motivation is also a great factor in developing this foundation.

The picture is complex. We must not overstress uniformity to the point where monotony becomes a real factor. Unfortunately, we cannot keep our eye constantly on the ball, because there are several balls to watch. But neither can we escape the fact that uniformity is essential to top performance in any skill activity.

The most we can expect in training for skill is an approximation. Perfection is an ideal we never attain. But we can at least do our best, and one rule that will always help is this one concerning habit interference.

## New England Teachers to Meet in November

THE annual convention of the New England High School Commercial Teachers' Association will be held at the Teachers College, Salem, Massachusetts, November 25, 1939.



J. J. CANTALUPI

Sectional chairmen are as follows:

*Bookkeeping:* Herman Decker, High School, Taunton, Massachusetts.

*Secretarial:* Alice Cox, Mount Pleasant High School, Providence, Rhode Island.

*Machine Practice:* Claire Sweeney, Simmons College, Boston, Massachusetts.

*Consumer Economics:* Chester Neilson, High School, Lexington, Massachusetts.

Among the speakers are Raymond C. Goodfellow, director of business education, Newark, New Jersey; Harold H. Smith, editor of typing publications, Gregg Publishing Company; Bert Card, editor, *Ediphone School News*; and Professor Frederick G. Nichols, Harvard University.

The officers of the organization are as follows:

*President:* Joseph J. Cantalupi, High School, Everett, Massachusetts.

*First Vice-President:* Elmer C. Wilbur, Central High School, Providence, Rhode Island.

*Second Vice-President:* Mary Stuart, High School, Brighton, Massachusetts.

*Secretary:* William O. Holden, High School, Pawtucket, Rhode Island.

*Treasurer:* W. Ray Burke, High School, Arlington, Massachusetts.

*Assistant Treasurer:* Edgar Lakey, High School, Newport, Rhode Island.

*Executive Board:* Eliot R. Duncan, High School, Danvers, Massachusetts; Paul M. Boynton, High School, Bridgeport, Connecticut; Mildred J. O'Leary, High School, Swampscott, Massachusetts.

## Office of Education Transferred

IN accordance with the President's First Plan of Government Reorganization, the Office of Education has been transferred to the Federal Security Agency, as of July 1, 1939.

The President's message of transmittal stated:

Because of the relationship of the educational opportunities of the country to the security of its individual citizens, the Office of Education with all of its functions, including, of course, its administration of Federal-State programs of vocational education, is transferred from the Department of the Interior to the Federal Security Agency.

This transfer does not increase or extend the activities of the Federal Government in respect to education, but does move the existing activities into a grouping where the work may be carried on more efficiently and expeditiously, and where co-ordination and the elimination of overlapping may be better accomplished. The Office of Education has no relationship to the other functions of the Department of the Interior.

# A Momentous Epoch in Shorthand History

The Story of Shorthand — Continued

JOHN ROBERT GREGG, S.C.D.

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## 4

Even Mr. Pocknell's friend, Thomas Anderson, in his *History of Shorthand*, after paying Mr. Pocknell some florid compliments on his system and stating that it was "the most formidable rival that Pitman has ever seen," felt constrained to say: "But his (Pocknell's) work is undoubtedly vitiated by the bad foundation of Pitman; that was the evil influence he had to contend against, and he has been, as most men would be, unable to get over it." Mr. Anderson then urged Mr. Pocknell "to begin afresh" and thus reach the "Temple of Fame" and be crowned with "laurel of perpetual green."

The following passage in Mr. Anderson's history is so exalted in language that it is worth reprinting:

His book shows Mr. Pocknell to be no ordinary shorthand contriver. Let him begin afresh; the formation of a really good system of shorthand has yet to be shown to the world. Let him make a thoroughly new system. Let him practice the system which he recommends—there are competitors worthy of him already in the field—and not talk as he does of the pecuniary loss which the adoption of a new system, even his own, would cost him.<sup>4</sup> To be a teacher like this is no small honour, and cannot be attained without proportionate exertion, and the earnest aspirant will not be restrained by the prospect of flying fortune. Not the blast of mere monarch's trumpeter, not the call of the noble, nor the haughty challenge of the powerful proud, not to the feeble knockings of fainthearted indifference, nor yet to the thunderings of untutored force; but to the determined youth—of mean attire but unsullied soul, of persevering toil but self-sacrificing aims, of wearied limbs, but unfaltering will, undaunted by the hills of difficulty, undeterred by the valleys of honourable humiliation, undismayed and unmoved by the perils which encompass and the foes which circumvent his daily path, undejected by the bitterer buffet-

<sup>4</sup>This refers to the fact that Mr. Pocknell continued to use Pitman's Shorthand, claiming that it would be necessary for him to sacrifice his reporting business for a year or more in order to acquire sufficient skill in his own system to be able to substitute it for the one he had used for thirty years. Pocknell's opponents made a great deal of capital out of the fact that he did not use his system in his reporting work—not an altogether conclusive argument under the circumstances.

ings of fortune, with a courage calm, elate, resolute, superior to every alarm, and a faith triumphant in his darkest hour—the Temple of Fame and the Kingdom of Heaven ope wide their gates and loud invite to enter, conduct to seat of exalted honour, and crown with laurel of perpetual green.

This is typical Andersonese. The pity is that a man who reasoned so soundly, and by the logical force of that reasoning influenced so many others, should have been obsessed with the desire to be considered a fine writer and a man of erudition. It is only fair, however, to state that the papers which he read before the Shorthand Society are free from those affectations of "style" which are so irritatingly conspicuous in his *History*.

## 5

Whether or not Mr. Pocknell was influenced by this appeal, he did "start afresh" when it became evident that the "vowel-place-indication" principle on which "Legible Shorthand" was founded had little attraction for the shorthand world at a time when all forward-looking men in the shorthand world were accepting joined vowels and the cursive theory as essentials in any system intended for general use. Of this second attempt an account will be given later.

In advance of the publication of his *Legible Shorthand*, and with a view to propaganda on its behalf, Mr. Pocknell established a little magazine called *Shorthand*, which he described as: "A scientific magazine devoted to the world-wide interests of the art and the ultimate discovery of a universal standard system, conducted by Edward Pocknell and other practical shorthand writers. *Magna est veritas et prevalebit.*"

Like many others, Mr. Pocknell soon found that it was easy enough to start a shorthand magazine, but difficult and ex-



pensive to maintain one. He then conceived the idea of establishing a society, which should have for its object "The Study of the Science and Literature of Shorthand, and the investigation and discussion of the principles which should govern the construction of a system of Shorthand, adapted, if possible, for general use." As a result, the Shorthand Society was organized, and Mr. Pocknell turned over to it his magazine, *Shorthand*, doubtless with a feeling of joyous relief. Thereafter *Shorthand* became the repository for the papers read before the Society and discussions of shorthand theories and principles.

As head of Pocknell's Press Agency, which, to quote his advertisements, "supplied reports to the London and country newspapers of all events of interest, verbatim or condensed, and when required, exclusively prepared with a view to local interests," Mr. Pocknell was in a position to give the utmost publicity to the Shorthand Society, and he took care to see that the newspapers throughout the country were supplied with interesting reports of its proceedings. But that was not all. As head of a press agency, conducted "in conjunction with the London Associated Reporters," Pocknell gave employment to shorthand reporters, and consequently for these and other reasons he was able to secure the support and co-operation of many professional reporters and journalists. Editorials, written or inspired by Pocknell or his associates, commenting on the questions discussed in the Shorthand Society, appeared in many newspapers and magazines, and these were followed by press discussions in which Pocknell and many of his colleagues took part.

## 6

Soon after the Shorthand Society was established, it became evident that its proceedings did not meet with the approval of Sir Isaac Pitman, who had been so long accustomed to absolute monopoly of shorthand publicity in England that he could not tolerate the free discussion of shorthand principles or shorthand systems. Sir Isaac Pitman could hardly be expected to approve of a society designed to "discover" the

principles on which a "universal standard system" might be founded, when he believed that he had already provided such a system. Through the vigilance of Mr. Pocknell and his supporters, the efforts of the Pitman representatives to secure control of the Society were defeated, whereupon T. A. Reed, E. A. Cope, and other prominent Pitman writers withdrew from the Society. In recording the death of Mr. Pocknell, Pitman's *Phonetic Journal* for April 15, 1911, gave this version of the episode:

Hardly had the Jubilee felicitations [Pitman Jubilee, 1887] come to an end when a great storm of shorthand controversy arose, which fell on the devoted head of Sir Isaac Pitman. Mr. Pocknell was the protagonist of the anti-phonographic crusade in the course of which many remarkable things were said and done. Only one incident need, however, be mentioned here. The attempt to run the Shorthand Society on lines personally hostile to Sir Isaac Pitman resulted in the immediate withdrawal of the phonographic members and eventually in the collapse of the Society, which had, in its prosperous days—under the fostering care of Mr. Pocknell and his many friends among leading professional shorthand writers of London—made some valuable additions to shorthand history and criticism.

The determination of Mr. Pocknell and others to continue the Shorthand Society as an independent organization for the discussion of shorthand principles was thus represented as being dictated by purely *personal* hostility to Sir Isaac Pitman.

With a system of real merit, Mr. Pocknell would have accomplished great things. As it was, the Pitman firm regarded him as a very formidable opponent, and all their batteries were directed against Pocknell's system. In this, we believe, they blundered. If they had ignored Mr. Pocknell, as they could have well afforded to do, his system would have disappeared sooner than it did, and he would have retired from the field. The effect of their attacks and ridicule was to make an implacable enemy of a man of great energy, resourcefulness, and far-reaching influence. Mr. Pocknell's reply to the attacks on his system, "Legible Shorthand Vindicated," was one of the most damaging arraignments of Pitman's shorthand ever published and contained material that has

been quoted effectively by many other persons.

Although disappointed at the failure of his own system, Mr. Pocknell appeared to be determined to be revenged on the Pitman firm by giving publicity and encouragement to any system or systems that promised to make trouble for the Pitmans. At that time the Pitman firm had gained almost complete control of the shorthand field by getting the various teachers' societies to confine their shorthand examinations to writers of Pitman's shorthand.

"Free Trade" was then the accepted political and economic policy of Great Britain, and Mr. Pocknell cleverly adopted "Free Trade in Shorthand" as a slogan for a campaign for the abrogation of the requirement that only writers of Pitman's shorthand would be admissible to examinations, or for employment. His campaign met with considerable success, and it should be gratefully remembered that his services in this direction helped to keep open the path of progress for the art of shorthand. In saying this, we are not unmindful of the fact that, after the death of Mr. Pocknell and the dissolution of the Shorthand Society, the Pitmans regained control of many of the examining bodies, and organized others. But they never regained the almost complete monopoly that existed before Mr. Pocknell's campaign.

The writer never met Mr. Pocknell, but he learned through others that he was strongly prejudiced against Light-Line Phonography (Gregg Shorthand), and worked against it both personally and through others, particularly his satellite, John Westby-Gibson. Subsequent events warrant us in saying that if Mr. Pocknell had given Light-Line Phonography, then struggling for a foothold, a mere fraction of the publicity and encouragement he gave systems that have now passed from the memory of most people, he would have gone a long way towards the accomplishment in his lifetime of the thing he had so much at heart. One can easily understand, however, that the obvious simplicity of Light-Line Phonography, set forth as it was in two flimsy pamphlets, would incline Mr. Pocknell, who

had produced a very elaborate system, to regard it as unworthy of serious consideration.

On February 3, 1891, H. W. Innes, B.A., read a paper entitled "A Shorthand Decade" before the Shorthand Society, in which he reviewed the various systems that had appeared in the preceding ten years. Doubtless Mr. Pocknell nodded approvingly when Mr. Innes dismissed Light-Line Phonography with these contemptuous words: "Gregg's Light-Line is exceedingly pretty, but apparently as inefficient as its French prototype [Duploye]." There is, perhaps, no need to express an opinion on the knowledge of shorthand principles displayed by Mr. Innes in stating that Light-Line Phonography was derived from the French *Geometric* system, nor, in the light of after events, on his prescience in declaring it to be "inefficient." The best commentary that could be made is that furnished by Mr. Innes himself in an article he wrote about the Gurney system:

The best criterion of value is success. In exceptional cases, no doubt, by the fortuitous concurrence of adverse circumstances, true worth may at times be kept hidden; but in the greater majority of cases it is highly improbable but that merit should shine star-like amid surrounding obscurity, and by its own inherent brilliance demonstrate its qualities to the world. This general proposition, true alike of men and of all the arts of men, is, I believe, our surest clue through the labyrinths of shorthand controversy.\*

We remember gratefully that not all the members of the Shorthand Society viewed Light-Line Phonography unfavorably when it made its appearance. In particular, the late Theodore R. Wright, and the late Thomas Hill—both professional reporters of long experience and writers of the Pitman system—wrote us soon after the appearance of Light-Line Phonography, voluntarily expressing their interest in the system and their approval of its main features. Indeed, a few years later, in his address as President of the Shorthand Society, Mr. Wright, in outlining the features that should be incorporated in the "system of the future," mentioned every distinctive feature of Light-Line Phonography.

(To be continued)

\*In *The Office*, May 15, 1889.

## Personality and Human Nature

LOUIS

P.

THORPE, Ph.D.



THE questions of how personality is formed and the extent to which it may be acquired require for their answers an understanding of what we might call "the nature of human nature." Furthermore, an understanding of human nature demands that one know the basic needs or motives of life.

When we are acquainted with these important needs or motives, we have the key to a knowledge of why people behave as they do. This is because our deeper motives explain our actions. People act as they do in an effort to satisfy their life motives. In fact, the motives that we have in mind explain why human beings act at all.

In earlier days, it was believed that man behaved as he did because of the influence of good and evil spirits on his life. This superstitious belief has, for the most part, been destroyed by scientific thinking.

A more recent attempted explanation of human nature claims that much of man's behavior is caused by so-called "instincts." Not very much need be said about instincts, but we should mention here that they have been of very little help to us in accounting for the nature of human beings. This is because the instinct idea tries to show that we do complicated things without having learned them, instead of showing why we do them at all.

Psychologists have now found that the best way of explaining the actions, good or bad, of people of all ages is to recognize fundamental motives. All of us have noticed that people act in certain ways in preference to others. We have seen, for example, that it is easy to get children to change some of their ways but extremely difficult to influence them in others. Neither they nor older per-

sons will do everything we want them to do. *This is because all of us have certain fundamental needs or motives that prompt us, and it is largely in an effort to satisfy them that we do what we do.*

Various students of human nature have attempted to find the things that mankind craves. Statements of such cravings include the desire to have friends, to enjoy a variety of experiences, to be appreciated by others, to be loved by a mate, to be considered successful, to be healthy, to have children, to live long, to be admired, and to have enough of the material good things of life.

One eminent sociologist, W. I. Thomas, has boiled down these wishes or needs to four, which he calls (1) the desire for security, (2) the desire for recognition or appreciation by other people, (3) the desire for response or love, and (4) the desire for new experiences.

Other writers have offered their own lists of needs, but most of them are similar, in that they have reference to man's craving for the security that comes from recognition by others of his personal worth.

Some of us, who have worked close to the heart of human nature with both healthy people and those suffering from nervous disorders, feel that all these lists of human needs or motives are inadequate in that they include only the things that man must *get*. It has been our experience, and that of other clinical workers, that man (this includes young people in school) must extend recognition to others as well as expect recognition from them.

As we shall show more clearly later, a balanced personality is one in which extending security to others is blended with the usual tendency to seek security for the self. And the feeling of security, be it known, is the most fundamental need of mankind. All forms of recognition and success in business and elsewhere are designed to satisfy the desire for security.

In harmony with our findings concerning

the basic nature of man, we would say that the real needs that characterize all of us and that provide the motive for our actions are as follows:

1. The need to maintain our physical well-being by satisfying the demands of hunger, thirst, fatigue, illness, pain, too much cold or heat, and other such physical stresses.

2. The need for recognition, for being wanted, for being considered worthy.

3. The need to extend help, sympathy, and service to other members of the race.

Let us consider, first, *the need to maintain our physical well-being by satisfying the demands of the various physical stresses.*

All of us certainly recognize these constantly returning physical needs, and all of us are constantly doing something to take care of them. Any high school student can see that the physical needs drive him to do things to satisfy them and thus explain many of his actions. In fact, the physical needs mentioned make possible the lines of business or industry in which many students' parents are engaged. They certainly drive people to develop such industries and professions as agriculture, transportation, communication, medicine, dentistry, nursing, mining, lumbering, petroleum production, food corporations, and numerous other lines designed to satisfy the ceaseless efforts of men, women, youth, and children to maintain their physical welfare.

*The need for recognition, for being wanted, for being considered worthy* is the strong and universally recognized need or motive for distinction and self-realization. It has also been called the *ego motive*, or desire for prestige. When we say that a person is trying to satisfy his ego, we mean that he is endeavoring to get recognition or admiration. The ego motive is probably not born in us, but we learn to recognize its importance very early in life. And whether we realize it or not, all of us are powerfully influenced by the desire for notice that this need sets up.

It is well known to psychologists that just as the body deteriorates if denied the satisfaction of its need for food, water, and rest, so the personality tends to break down if it fails to get a reasonable amount of ego- or

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◆ *About Dr. Thorpe:* Degress from Emmanuel Missionary College and Northwestern University. Assistant professor of education, University of Southern California, Los Angeles. Charter member, American Association for Applied Psychology. Author of a recent book, *Psychological Foundations of Personality*, and many articles on educational psychology and mental hygiene; co-author of a personality test. Interested in clinical work with adult personality problems. Formerly: professional musician; principal of private secondary school; clinical psychologist, White Memorial Hospital, Los Angeles.

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self-recognition satisfaction. This is an extremely important principle, which we shall stress throughout our series. Every business education student will do well to understand it thoroughly.

It has been found that the right amount of personal recognition is positively essential to mental health and personality development. The desire for such recognition drives all of us to try to appear well, to try to succeed, to endeavor to win approval, and to seek to cover up our failures and inconsistencies. To be well balanced, the personality needs to get true *earned* recognition.

*The need to extend help, sympathy, and service to other members of the race* is the important but often neglected *social* motive. It is well illustrated by parents who love, protect, and rear their children in an atmosphere of good will and understanding. The social motive is also illustrated in the lives of those well-liked businessmen who are generous and thoughtful of the feelings of their employees.

But unlike the self or ego motive, which everyone seems to be trying to satisfy, the unselfish social motive often goes unrecognized. This is really serious, because psychologists have found that no one can be happy and well adjusted to his world unless he is interested in the well-being of other members of his group. The need to be interested in people is inherent in nature and cannot be "laughed off." Much of man's trouble has come from the fact that he tries to satisfy his *self* needs without remembering to fulfill his *social* obligations.

The reader should recognize, then, that all of us are driven to action by our basic needs.



It is in the effort to satisfy them that "we live and have our being." These needs or motives, when well understood, explain why people behave as they do. We can see why the first two needs—physical security and self-recognition—are so ardently sought after and why the third—service to society—is so easy to forget or dodge.

It is in our failure to balance all three needs—especially the ego and social motives—that so many of us spoil our chances of success and happiness. To put it positively, *it is in a balanced satisfaction and expression of these basic needs or motives that good personality develops.*

Human nature is, then, a matter of continuous effort to satisfy the problems brought about by the constant presence of our fundamental needs. When these needs are properly recognized and cared for, the individual feels good about life and tends to do what is right and socially harmonious. When the desire for recognition and success is too continually thwarted and the need to offer generous assistance to one's fellow men fails to be expressed, the person concerned is likely to fall into unhappiness and evil ways.

All our actions are intended to help us satisfy our need for security and thus to keep ourselves in a state of balance (happiness). From these findings, we can see that whether a person does what is regarded as being wrong or right on a given occasion is, in the end, a matter of whether or not he has been able to find a wholesome outlet for the needs of his nature. Evil-doing and poor personality are not inborn; they grow out of a failure to satisfy the demands of our life needs in a socially satisfactory way.

It should interest the business-education student to know that psychologists are finding that nervous disorders and even worse personality afflictions are often the results of failure to achieve a satisfactory balance between self-recognition and adequate social living.

There are a great many people today whom we call "neurotics" (that is, they are suffering from nervous disorders) who say that they would give anything if they could feel secure within themselves and adjust well to other people. These persons could have

avoided their sorry plight if they had been taught earlier in life to work for their own success while at the same time encouraging and helping people around them to feel secure. This is because each person's sense of security or ego recognition depends upon the good will of others. Thus it can be seen that it is in a *one-sided* program of living that personality disorders arise.

Knowing the egoistic tendency of mankind, and realizing that it must be balanced by attention to social obligations, business-education students can set out to make intelligent adjustments to the demands of the business world. They can choose to develop the very social interests and skills that will balance their own personalities and at the same time assure them the acceptance by future employers which exclusive self-interest always fails to do.

Intelligent students will recognize the psychological principle which says that we *win* recognition from those who mean something to us *through the things that we do for them*. Such young people will achieve real security in the business world without having sought it blindly. And it will do any one little good to pretend to be altruistic in order to "get by" with business people. Social action must be sincere.

### Recommended Readings

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Thorpe, Louis P., *Psychological Foundations of Personality*. McGraw-Hill Book Company, 1938, Chapter 5.

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CHARLES W. JONES, president of the Brockton Business College, Brockton, Massachusetts, died in September at the age of seventy-five, after an illness of only a week.

Mr. Jones was born in Batesville, Ohio. For forty-seven years, until his last illness, he was engaged in commercial education and active in the New England Business Educators Association. He leaves his widow, Ella C. Jones, a son, and a daughter.



B.E.W.'s Department for Administrators

## Educational Guidance In Business Education

(Concluded)

JOSEPH DEBRUM

*Sequoia High School, Redwood City, California*

A PROGRAM providing for individual differences in a "Middletown" High School is found in the San Jose (California) High School. In that school all commercial students take about the same subjects in the sophomore year.<sup>1</sup> In certain subjects such as typing, business machines, and filing, however, students are roughly divided into separate classes—those of average and better-than-average ability and those of below-average ability. Remedial work is given in penmanship and "figures."

Classes in English for business are on a three-track basis. The use of "information sheets" and tests allows for individual differences by providing optional and additional work for the faster students.

At the end of the sophomore year, students are advised to take one of four curricula: stenographic, bookkeeping, selling and merchandising, or general clerical. This advice is based on the students' grades, character, etc.; the better groups are directed into the stenographic, bookkeeping, and merchandising fields; and the poorer groups, into the general-clerical curriculum.

Such guidance is not rigidly enforced. If a student of low ability insists upon taking the stenographic course, he is advised against it, but he may try it if he wishes.

During the junior year, the students' personality and character traits are well enough understood to be used as a basis for guidance into specific fields, selling in particular.

Most of the guidance efforts take place at

the end of the sophomore year; the guidance program in general, however, is continued throughout the school life of the student. Those who show aptitudes for other fields are transferred from the commercial curriculum, and those with special aptitudes within the commercial field are guided into their proper niches.

### *A Metropolitan High School of Commerce*

The following quotations describe in part the program of providing for individual differences at the John Hay High School, Cleveland, Ohio<sup>2</sup>:

Because our schools are public schools and any one has a right to attend them, the only pressure we can bring to bear is based on the fact that we have an overcrowded condition, and, therefore, our equipment and facilities will permit the giving of commercial education to the approximate upper two-thirds of those who come to us for this type of training. I would say, roughly speaking, that it should be confined to the upper 50 per cent.

Once upon a time, we classified our boys and girls into three groups, fast, medium, and slow, and tried to arrange our instructional material on this basis. This, however, I think is pure unadulterated foolishness. You either are or are not good enough to work in a business office. True, there are varying degrees of efficiency among individuals, but, in general, one has to possess a certain amount of ability in order to get a "look-in" on even a beginning job.

We do make use of certain tests, however, such as the Otis, Terman, Kuhlman-Anderson, Tests of Mental Ability, Minnesota Manipulation Test, Mechanical Ability, and Detroit Clerical Aptitude Tests . . .

<sup>1</sup> From information received from Mr. Frank Glasson, head of the department of commerce, San Jose High School, California.

<sup>2</sup> From a communication from Mr. William L. Moore, principal, John Hay High School, Cleveland, Ohio.

## Guidance in a City System

The business-education program in Des Moines has an enviable reputation in the country. The following paragraphs explain briefly the methods employed for providing for individual differences in the Des Moines commercial departments<sup>3</sup>:

In general, our high school guidance program is headed up in each high school by a boys' adviser and a girls' adviser, who work directly with the home-room teacher. There is also some discussion of occupations in a special vocational civics class, required of all students in the ninth grade . . .

We do not use mental or other types of psychological tests for grouping pupils, nor are students classified according to mental ratings. *Students are advised in line with the interest and aptitude observed in junior business training and other general classes* [italics mine]. Students are not encouraged to enroll in shorthand unless they have reasonably good grades in English.

Students who wish to major in business education may select the stenographic, bookkeeping, or merchandising curriculum. We also offer a general business curriculum, which is not definitely vocational but which may serve as a prevocational background for students who are not certain about what they wish to do. As yet, we are not offering a commercial major in general clerical work, although there is considerable evidence that this should be done . . .

## Closing Comments

If students are to be taught with maximum effectiveness, they must be offered a program that will best fit their individual needs, interests, and abilities. Guidance must be a continual process because guidance that is static defeats the purposes of the plan itself.

Students in a homogeneous group must not be treated as a body of individuals of the same kind or nature. Complete homogeneity is impossible. In a practical sense, homogeneity is really *reduced heterogeneity*. There should be consideration for variations in abilities and interests within a particular "homogeneous" group.

That there is a definite trend toward the selection of better students for the more responsible fields of business is indicated by (1) the attention that is being given to the administration of entrance tests and the list-

ing of prerequisites for certain business majors, and (2) the development of new curricula to meet the needs of those students who are not qualified to enroll for work on the higher business-education levels.

I feel that too much attention has been focused on the "dull" group, and that the "bright" students have not been educationally developed to their fullest capacities. The superior students have been neglected, because they have been able to take care of themselves satisfactorily. Is it not time to challenge them to do even better work?

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*Problem of Individual Differences in Com-*

◆ About Dr. Harl R. Douglass, Department Editor: Director, Division of Education, University of North Carolina. Formerly professor of secondary education, University of Minnesota. Ph.D. from Leland Stanford University. Author of several texts on secondary school administration and more than one hundred articles. Dr. Douglass is consultant of the American Youth Commission and the Educational Policies Commission.



<sup>3</sup>From a letter written by Ernest A. Zelliott, director of business education, Des Moines, Iowa.

*mercial Education*, Eighth Yearbook, Commercial Education Association of the City of New York and Vicinity. 1937-38. (New York University Book Store, New York.)

"Tests and Measurements in Business Education," March, 1936, issue of *The National Business Education Quarterly*.

## The Departmental Editor's Slant

THE departments of business education in secondary schools have been subjected to two unfortunate influences. On the one hand they have been tempted, in order to build up larger departments, to encourage all students to elect business subjects. On the other, they have been the victims, along with other vocational departments, of the efforts of the academic faculty to make them the dumping ground for problem pupils, moronic minds, and inferior I.Q.'s.

In some schools, those formulating business-education curricula have been foolish enough to require, as a device to keep out inferior students, a year of algebra, a year of foreign language, or both. Not only does such a requirement bar many able young people and admit many weak ones, but it smacks so much of an effort to gain academic respectability that it arouses suspicions that the business-education folks are pestered with an inferiority complex.

In setting up criteria for encouraging or discouraging prospective students about taking any given course in business education, the process of thought should probably be something like this:

1. First raise the question whether the course is primarily a "vocational" or a "personal-use" course.

2. If it is the latter, any who apply should be received, and provisions for wide ranges in ability should be made through ability grouping; three-level, flexible, or indeterminate assignments; and other devices.

3. If it is a vocational course, there should be minimum thresholds for encouragement and perhaps for *permission* to register.

4. Thresholds should be determined from such factors as average mark in the previous year's work, I.Q., and prognostic tests where they are available.<sup>1</sup>

<sup>1</sup> A series of four or five papers suggesting ways of predicting success in business subjects, written by persons who have specialized in the field, will appear in this department in forthcoming issues of the BUSINESS EDUCATION WORLD.

5. As far as can be ascertained, students almost certain to do poor work in a vocational course should be actively discouraged.

—HARL R. DOUGLASS.

## What Others Say—

### COMMERCIAL DEPARTMENT

*Detroit Public Schools, Detroit, Michigan*

IN answer to the question, "How may instruction best be adapted to differences in ability to learn among pupils?" we would say: "Segregation of pupils according to learning ability; graduated assignments; differentiated curriculum; and individualized instruction."

F. H. PIERCE

*Principal, High School, Beverly, Massachusetts*

The ability to adapt the type of instruction to pupils according to their ability to learn seems to me to be more of an art than a science. While some methods are more effective and more efficient than others, the distinction among the methods is not as critical as it is among different teachers. The teacher with the proper personality, approach, and contact ability can accomplish far more with a pupil, even though her methods are crude and unorthodox, than the teacher who fails to motivate because of lack of sympathetic understanding of the child.

## Church—Cumming

ANNOUNCEMENT has been received of the wedding of the young and popular commercial educator, Jayne Church, to Hugh Gordon Cumming, of Clarkston, Washington.

Mrs. Cumming has taught commercial teacher-training courses in the Middle West for several years—at Normal University, Normal, Illinois; University of Toledo, Toledo, Ohio; and Bowling Green College of Commerce, Bowling Green, Kentucky.

Two years ago J. Evan Armstrong, president of Armstrong College, Berkeley, California, invited her to conduct a summer-session methods course at his institution. At the close of the session, Mrs. Cumming was offered a high school teaching position in the Oakland, California, public schools. She accepted the offer and has remained on the Pacific Coast.

She informs us that she will continue her teaching in Oakland and will also supervise some of the University of California student teachers at the University High School of Oakland.

At the time of the marriage, Mr. Cumming was in the oil-distributing business at Clarkston, Washington. Since then he has sold his business and moved to Berkeley, where he expects to establish himself in business shortly.





# Pick Your Job and Land It!

## Step 2. Dig Out Your Hidden Assets

SIDNEY W. EDLUND

**EDITOR'S NOTE**—Through the Man Marketing Clinic, Mr. Edlund has helped thousands of persons to get the jobs they wanted. He has been asked to make this experience available to teachers, so that they may be of greater aid to students in planning their lives and getting the best jobs for which they are qualified.

One article of his series, entitled "Pick Your Job and Land It!" will appear each month in the **BUSINESS EDUCATION WORLD**.

Mr. Edlund has trained many thousands of salesmen. The most useful material prepared for sales supervisor, he has found, is that written directly to the salesmen. For that reason he has written the articles of this series just as if he were talking to your students.

**S**O you want a job!

Last month we talked about the first important step in getting a job—knowing what you want\* to do. You learned how to decide what you would like to be doing five years or ten years hence, and what kind of job you want right now. You've been at it a month now, so we'll assume that is settled. What next?

The second important step is to dig out your hidden assets. You've probably never had any business experience, except perhaps a summer job or two. You think you haven't anything to interest an employer. But I'll warrant you do have valuable assets, if you'll only dig them out.

Many times I have said to those attending the Man Marketing Clinic in New York City that I have yet to meet a person who does not have hidden assets—assets that he himself does not recognize or does not bring out sufficiently.

One of these hidden assets, which everyone may have, if he desires, is great interest

in the job he is after. Let me tell you what I mean. In its early days, the present *Life* magazine advertised in the *New York Times* for a secretary. Approximately 200 replies were received and 125 of the applicants were called in for interviews. Although the name of the magazine was given in the advertisement, only two of those interviewed had ever seen a copy. Even in those early days it was sold on almost every newsstand in the city. The other 123 certainly did not show much interest in the job they sought. It is not surprising that the job went to one of the two who had taken the trouble to look up the magazine.

### Putting an Idea to Work

A recent school graduate decided that he would like the job of stock clerk or junior salesman in one of the retail stores in his town. He made a number of calls and just asked for a job. He received no offers, although at several places he was asked to leave his name and address. Then he read the book, *Pick Your Job and Land It!* and got an idea.

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◆ **About Sidney Edlund:** Sales training consultant and president of the Kelvinator National Salesmen's Institute. Author of *Pick Your Job and Land It*, reviewed in this issue. Has been president of Life Savers, Inc.; president of Pine Bros., Inc.; general sales manager of Wm. A. Rogers, Ltd., silverware manufacturers. Co-founder of the unique and remarkably successful Man Marketing Clinic, of New York City, a free service rendered by members of the New York Sales Executives Club, which combines scientific vocational guidance with job getting. Many thousands of unemployed men and women have obtained positions during the past ten years through the help of Mr. Edlund and his co-workers in the Clinic.

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Before making another call on a retailer, he asked fifty people why they traded at this store or that, or why they did not. He made careful notes. He learned that one person bought groceries at a store where the stock always looked fresh; that another bought gasoline at a certain service station because an attendant went out of his way to check the air in his tires; that one woman would not trade in a certain drug store because the proprietor talked too much, even when she was in a hurry.

He then went to the store proprietors, told them the kind of job he wanted, told them of his investigations, and how he had learned of many things a clerk should do and many he should not do. In this way he showed assets that previously were hidden—his ability to analyze intelligently, his desire to serve well, his initiative. He received three offers. He not only got the kind of job he wanted, but it was in the store he preferred above all others, and at a better salary than he had hoped to receive.

### *You Have Many Salable Assets*

Even if you have never done a single day's work, you have salable assets. In hiring persons just out of school, employers look for certain characteristics. They want brains, or at least enough intelligence to do the job well. But it is not enough to be intelligent; you should be able to demonstrate your intelligence to prospective employers. You can do this in a number of ways.

If you have had good grades in school, show them. If you are going after a job as bookkeeper, ask twenty bookkeepers or accountants what characteristics are needed to succeed best in that kind of work. Tell your prospective employers of this investigation. Point out those characteristics you have. They will recognize that you are going after your job intelligently.

Prospective employers want those who are willing to work hard. If you have ever worked hard anywhere during the summers or after school, you can probably get a letter from your chief or even from your scoutmaster, or from whomever you worked for, covering that point. Ask them to be specific in their recommendations. Your principal

might write that you not only did well in school, but worked hard after school. But it would mean much more if he said that you averaged 85 per cent in your grades and in addition worked up a fine paper route by putting in 2½ hours every afternoon after school.

Of course, if you have never worked at anything, you cannot demonstrate that point by the past. But you can demonstrate it now by going after your job hard. Read in vocational books about the kind of job you want; talk with many people about it; work hard on the job of getting a job. Then you can tell your prospective employers what you are doing, show them that you are putting in a good 8-hour day job hunting. They will appreciate that you are a person who would work hard on the job.

Prospective employers want those who get along well with other people. Have you been elected head of a club, of your class, of a team? Have you ever organized a group of people to do anything? These experiences may demonstrate both leadership and ability to get along with others.

Certain characteristics are particularly valuable for specific jobs. For example, accuracy and speed are essential in a stenographer. Are you accurate? You can demonstrate these qualities to a prospective employer. Tell him your typing and stenographic speeds. Tell him how your record compares with that of the others in your class. Get him to give you a brief test.

### *A Changed Point of View*

Recently I was driving through Connecticut and picked up a C.C.C. boy. He told me that, when he is discharged, he wants to do office work in a manufacturing firm. He has been doing some office work at his camp. He has saved nearly every cent he received, because he believed it would be hard for a C.C.C. worker to get a job.

He told me that his commanding officer was a fine, understanding man. I suggested that he discuss his problem with this officer. He might ask the officer to record his time in copying five pages on the typewriter, and also the number of errors. He could then practice for several months to improve his

accuracy and speed, and again have the results recorded.

If he then talks with an office manager and has a letter from the officer proving his good record, don't you think that the office manager will be interested? I suggested further that before he calls on any firm he should find out what products they make, if possible talk with people who have used them, and find out why they continued or discontinued their use. In this way he would show unusual interest in the firm where he sought to work.

If that young man carries through this program, he will not have to dip into his savings in order to eat. He will bring out enough of his hidden assets to make him desirable to employers. He will show an understanding of the requirements of the kind of job he wants. He will show the ability to plan and carry through, to get co-operation from others. He will demonstrate accuracy and speed. He can't fail to impress an employer with his determination to succeed and the valuable saving habit he has acquired.

When I let this young man out of my car, he said, "These two hours will change my life. I shall make a plan along the lines you suggested. Instead of being afraid to look for a job, I shall look forward to it. And your plan will help me to get ahead after I find my job."

I believe in that boy. He talked to me freely, because I knew how to dig for his assets. Without that talk, his job interviews would probably have consisted of perfunctory answers to the usual questions. Now I believe he knows how to show his hidden assets.

### ***Ask Yourself Some Questions and Answer Them***

Don't expect to discover your hidden assets in an hour. You have to work to uncover them. Answer questions like these:

What is the most interesting thing you ever did?

Of what are you proudest?

What have you done that has produced most favorable comment from those with whom you have been associated?

Have you saved money for yourself? for others?

Have you ever solved a difficult problem? How did you do it?

Have you ever had an idea of how to do something better than it has been done before? Did you do anything about it?

What do you most like to do?

Have you special aptitudes—dramatic, musical, mathematical?

Have you shown unusual perseverance by sticking to a plan when others tried to discourage you?

How can you demonstrate speed and accuracy?

Keep on reviewing your characteristics and experiences to yourself and to others. Be more and more specific in demonstrating your qualifications. Do these things, and you can hardly fail to bring out hidden assets enough to get you a job.

Now that you know what you want to do, now that you know how to dig out your hidden assets, you are ready to plan your job-hunting campaign. Next month we'll get at that.

DR. E. GEORGE PAYNE is the new dean of the New York University School of Education, succeeding Dr. John W. Withers, who becomes dean emeritus after forty-two years of service to education.



A sociologist and pioneer in safety education, Dr. Payne has been a member of the university faculty since 1922 and assistant dean since 1926. For the past year he has been acting dean while Dr. Withers was on leave.

Dr. Payne, a Kentuckian, studied at the Western Kentucky State Normal School, Wesleyan College, Lebanon University, and the University of Chicago before going abroad for graduate work at the Sorbonne and the Universities of Berlin and Bonn. He received his Doctor of Philosophy degree from the last-named institution in 1909.

Dr. Payne was president of Harris Teachers College in St. Louis from 1916 until 1922, when he was invited to join the faculty of New York University as professor of educational sociology.

Dr. Payne has participated in many educational surveys. He is editor-in-chief of the *Journal of Educational Sociology* and is widely known for his writings on sociological subjects.



# A Personality Rating Scale

Designed by HAROLD J. JONES

*Head, Commercial Department Thomas  
Jefferson High School, Council Bluffs, Iowa*

UNTIL we adopted the rating scale shown on the opposite page, our only bases for reports to businessmen who inquired about the personality traits of our former students were grades, activities participated in, and the hazy recollections of teachers. Realizing the need for some fairly reliable form of trait rating, which might become part of the student's permanent record, we went to work to remedy this weakness.

We asked about fifty colleges and many business executives and personnel directors what, if anything, they wanted to know about the personality of applicants coming to them. We collected rating scales, also. Then this material was tabulated, studied, and classified.

We found that the same questions were being asked over and over, the only difference being in terminology. For instance, three different institutions used three different words—*industriousness*, *application*, and *diligence*—but all meant the same thing.

Items were ranked according to the number of times the particular word was used, and from this ranking eight terms were selected as basic.

Finally we chose names for the eight traits that we believe cover the entire field. They are as follows: Dependability, Cultural Refinement, Leadership, Industriousness, Mental Alertness, Thoroughness, Personal Grooming and Appearance, and Ability to Get Along with Others.

The material went through a two-year period of formation, checking, testing, and revision. The scale as illustrated here has now been adopted as a part of the perma-

nent record of every student who graduates from our high school. Students are rated only by teachers who have had sufficient personal contact with them to be qualified.

Studies indicate that a student should be rated by not fewer than three people, that the rating of more than five would not change the results, but that five ratings seem to be desirable.

A teacher puts a check mark in the square indicating his rating. As opinion is formed by the known actions (trait actions) that make an impression, teachers are asked to recall trait actions. While "recall" may always be questioned in ratings, that is nevertheless the way our impressions are unconsciously formed, and that is what the businessman is asking for.

Marking the scale while the teacher is still in contact with the student, while daily impressions are vivid, makes the rating probably as authoritative as this kind of thing can be. Generally, scales are marked in class while the student is before the teacher.

The composition of the material tends to eliminate the various individual interpretations of any particular trait.

Compilation of material is simple, as follows:

1. Five teachers rate each student, putting check marks in the small squares.
2. An office assistant, using a set of five colored pencils (a different color for each teacher), forms a graph on each card by connecting the marks.
3. Using the same colors, the assistant then transfers the five graphs for one student to a master card, forming a composite graph or picture of all the ratings.



Student **Frances Clarke**  
Date **October 11, 1939**

**Thomas Jefferson H. S.**  
**Teacher Swanson**

WHEN RATING RECALL "TRAIT ACTIONS."

POOR      BELOW AVG.      AVERAGE      ABOVE AVG.      EXCELLENT

DEPENDABILITY

Prompt, Punctual, Cooperates, Sincere, Trustworthy, Reliable, Stick-to-it-iveness, Consistent, Ability to work without supervision.

Supervision always needed. Does not fulfill promises.	Often needs supervision. Dependability questionable.	Under usual conditions reliable and dependable. Prompt.	Supervision seldom needed. Takes proper care of work.	No supervision. Fulfills promises. Does whatever is needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CULTURAL REFINEMENT

Courteous, Modest, Good deportment, Considerate, Kind, Appreciative, Sympathetic, Good Manners, Respectful, Good breeding, Polite, Self control.

Habitually discourteous. Lacks good breeding.	Frequently discourteous. Little consideration for others.	Usually courteous, respectful and polite.	Practically always courteous, modest, appreciative.	Makes an extra effort to be self-controlled and courteous.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LEADERSHIP

Responsible, Initiative, Self-confident, Original, Enterprising, uses good Judgment, Resourceful, Ability to size up a situation, Fair, Tactful.

Shuns all responsibility. No initiative.	Seldom shows initiative, resourcefulness good judgment.	Sometimes indicates resourcefulness and leadership ability.	Shows initiative, originality, and leadership ability.	Highly developed leadership ability. Uses good judgement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INDUSTRIOUSNESS

Industrious, Zeal, Perseverance, Diligence, Habits of work, Application purposeful, Attitude and willingness, Sustained interest and application.

Lazy, shows no interest.	Does little required work. No work habits.	Does only what is required. Usually efficient.	Often does more than is required. Very efficient.	Always finds extra work to do. Distribution of time organized.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MENTAL ALERTNESS

Enthusiastic, Animated, Attentive, Observing, Anticipation or needed facts, Secures unusual information.

Dull. Listless.	Requires detailed explanation. No enthusiasm.	Sometimes observant. Sometimes enthusiastic.	Wide awake to what is going on. Animated. Observant. Enthusiastic.	Anticipates results. Offers added information. Very observant.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THOROUGHNESS

Definite, Accurate. Careful, Sustained interest, Completion of work.

Work always incomplete. Inaccurate. Careless.	Work seldom completed. Seldom accurate or careful.	Work generally completed. Usually accurate.	Always finishes work. Very accurate. Very careful. Definite.	Without Supervision finishes work and re-checks. Exceedingly accurate.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PERSONAL GROOMING AND PERSONAL APPEARANCE

Well-groomed, Clean, Unoffensive, Nice appearing, Fingernails-well manicured, Neat, Inconspicuous, Hair well cared for, Carefully and modestly dressed.

Offensive, untidy, unclean.	Personal appearance poor. Seldom well groomed. Over-rouged.	Personal appearance acceptable. Generally neat.	Pleasing personal appearance. Careful of appearance.	Attractive personal appearance. Exceedingly careful of appearance.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ABILITY TO GET ALONG WITH OTHERS

Adaptable, Cheerful, Sociable, Attractive, Agreeable, Tactful, Emotional stability, Intellectual maturity, Sense of humor, Poise, Dignity, Optimism.

Antagonistic. Pessimistic. Disagreeable. Tactless.	Seldom agreeable. Generally tactless. Unresponsive.	Generally agreeable. Usually sociable. Generally optimistic.	Practically always agreeable, tactful, adaptable.	Sociable. Responsive. Tactful. Adaptable to new situations.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Fortieth Annual Convention of the N. S. R. A.

THE National Shorthand Reporters' Association held its annual meeting from August 20 through 24, at the Hotel Fort Des Moines, Des Moines, Iowa. Several hundred reporters, representing all parts of the United States and Canada, spent five days discussing the problems of the reporting profession and making provision for its future welfare and progress.



A. C. GAW

While this fortieth meeting was a happy one in many respects, it was sad in that it was marked by the resignation, due to ill health, of Albert C. Gaw as secretary of the organization and editor of *The Shorthand Reporter*, the official organ of the Association. [Mr. Gaw died of cerebral hemorrhage on September 9, only two weeks after the convention.—Editor.]

For nineteen years Mr. Gaw had discharged the duties of secretary of the Association, and for ten months of each of those nineteen years he published *The Shorthand Reporter*, which kept the membership informed of the activities of the Association, the progress of national and state legislation in the interests of the reporting profession, and latest shorthand shortcuts and helps.

The Board of Directors recommended, and the convention unanimously voted, that Mr. Gaw should be presented with a scroll "on which shall be suitably inscribed an expression of the debt of gratitude and the love we bear him."

Mr. Gaw's successor as secretary of the organization and editor of the magazine is Louis Goldstein, of New York City, former president of the Association. Mr. Goldstein is well qualified for this position, having been for many years secretary of the New York State Shorthand Reporters' Association and editor of *The Transcript*, the official organ of that organization.

At the final session of the 1938 convention, in Cleveland, the membership voted to resume the shorthand speed contests that were discontinued in 1927. When the committee to whom the running of the contest was entrusted asked for instructions, however, the convention unanimously reversed itself and decided against speed contests of any kind. Instead, the convention decided to continue to give proficiency tests consisting of a number of takes ranging in speed from 160 to 200 words a minute. The candidates passing this test with an accuracy percentage of 95 per cent or better are awarded "proficiency certificates."

The last world's championship contest under the auspices of the National Shorthand Reporters' Association was held in 1927, at which time Martin J. Dupraw won permanent possession of the trophy.

As all work and no play makes Jack a dull boy, the entertainment committee saw to it that the reporters didn't become dull boys. Part of the entertainment consisted of a satire on the legal profession called "Shlepperstein vs. Shamm," presented by the New York State reporters, with a few understudies. Among them was Charles L. Swem (New York), attorney for Mrs. Shlepperstein; Alexander Blume (New York), the author of the play, who also played the part of counsel for the defendant; Elgene J. Knisley (New York), the court reporter; Robert E. Lenton (Pennsylvania), the judge; Louis Goldstein (New York), Mrs. Shlepperstein. This play, which has already been given many times with great success in various parts of the country, was attended by more than 300 persons, many of them judges and lawyers of Iowa.

The convention voted to meet in Philadelphia in 1940, and elected the following officers:

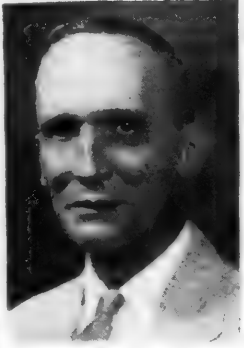
*President:* John J. Healy, Buffalo.

*Vice-President:* J. R. McAtee, Dallas.

*Treasurer:* W. A. J. Warnement, Cleveland.

*Secretary:* Louis Goldstein, New York.

*New Members, Board of Directors:* Robert E. Lenton, Philadelphia; Harriet Heinemann, Chicago; and L. L. Turpin, Omaha.—C. Z.



# The Federal Revenue Act

A. L.  
PRICKETT

EDITOR'S NOTE Mr. Prickett's series of articles on the effect of recent legislation on the teaching of bookkeeping and accounting, published in the *BUSINESS EDUCATION WORLD* last year, was so well received that we have asked him to contribute further articles on this subject.

**W**HEN the time approaches for the various governmental units to prepare their budgets for the coming year, taxpayers' associations, economy leagues, citizens' tax leagues, chambers of commerce, and other watch-dogs of the treasury become increasingly active. Through various means, particularly educational publicity, they strive to make all citizens tax-conscious. They call attention to comparative data by which the reader may visualize the changing picture. They point out the size of past and anticipated or proposed expenditures and stress what the raising of these revenues involves.

The Chicago Association of Commerce this summer released a thought-provoking commentary on the variety, prevalence, and amount of hidden taxes now in effect. A part of this summary I wish to repeat; because, while all persons are more or less aware that such taxes exist, few have any conception of the amount they pay. Most persons greatly underestimate the amount of money they pay in taxes.

Property taxes and income taxes make the payer tax-conscious, because he is a party to determining the amount and makes the payment directly. If the average person is asked how much he pays in taxes in a year, he will mention only the amounts he has paid directly. The Chicago Association points out that the great burden falls on

hidden and largely unrecognized or imperfectly comprehended taxes.

Those who own no taxable property and who have incomes too small to make tax on them revenue-producing nevertheless pay a sizeable percentage through the purchase price of food, clothing, etc. As much as 25 per cent of the amount paid in rent may be due to taxes levied on the owner. Almost half the price of gasoline may be tax cost. A 10-cent can of tomatoes bears  $2\frac{1}{2}$  cents tax.

There are 112 tax items included in the retail price of shoes, and 56 more in the stockings.

Last year the cost of all governments—local, state, and national—as represented in taxes collected, was \$14,653,000,000. Of this total, 56 per cent, or \$8,205,680,000, in taxes so collected was of the hidden or concealed variety.

The ultimate questions regarding taxes are: What services do the taxpayers demand? Can these services be supplied economically by the governmental units? Can the necessary revenue be secured through satisfactory apportionment of the costs among the taxpayers over a proper interval of time?

These questions are too weighty to be discussed in this brief article. We do wish to point out, however, that the tax question is shrouded with too much mystery, too much intricacy, and far too much propaganda.

It is improper either to minimize the significance of large governmental debt or merely to cry "Reduce taxes!" To agree upon what is needed and to eliminate waste and

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♦ *About Mr. Prickett:* Professor of accounting, Indiana University. A.B., M.A., University of Illinois. Doing further graduate work at Chicago University. Has had varied business experience in accounting and sales work. Has taught in Illinois, Minnesota, and Indiana. Co-author of three bookkeeping and accounting texts and author of many magazine articles. President, Indianapolis Chapter, National Association of Cost Accountants.

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corruption is better planning. One organization proposes beneficial tax reduction by eliminating those portions used for the following purposes:

To pay political debts without public service and benefit equal to the cost.

To mortgage future generations for past benefits.

To provide luxuries for which the beneficiaries would not have spent their own money.

To pay to public servants salaries that under normal business conditions they could not earn.

To increase unnecessarily expenditures for relief, thereby tempting the recipients to expect a living from the government.

The reader may not concur in each of these tenets, but he will recognize in them the expression of a growing sentiment in favor of the wise spending of taxes and of the pay-as-you-go principle. One may add to these conceptions another: that, though hidden taxes are convenient, there is increasing support for direct taxes, like the income tax, as being both equitable and revenue-producing.

There are various types of income taxes. The state gross-income tax and the federal net-income tax are two types quite generally approved. Discussion in this paper will be confined to the federal tax.

The Federal Revenue Law in general is considered a good law, but parts of it specifically violate both accepted commercial practice and the principles of corporate finance. Growing opposition to these inconsistencies has been in evidence.

The Congress has not been without expert counsel. Two of the various studies of taxes may be mentioned here. The Tax Research Institute of America, Inc., sampled a cross-section view of business and professional opinion and arrived at constructive conclusions which, because of their confidential nature, are not given here.

The Committee on Federal Taxation<sup>1</sup> of the American Institute of Accountants submitted on September 1, 1938, a memorandum of "Proposed Changes in the Federal Revenue Law" to the United States Treasury Department. The Committee obtained and summarized the views of the state societies

<sup>1</sup>Victor H. Stempf, vice-president of the National Association of Cost Accountants, chairman.

of certified public accountants and others under the following headings:

Basic Principles.

Undistributed Profits Tax.

Capital-stock Tax and Excess-Profits Taxes.

Capital Gains and Losses.

Inventories.

Basis of Property.

Recognition of Gain or Loss.

Bad Debts and Worthless Securities.

Estate and Gift Taxes.

Board of Tax Appeals and Courts.

Miscellaneous Suggestions.

The study is too thorough and far-reaching to permit satisfactory brief summation, but two or three outcomes may be noted. Eight "vital proposals" were made, as follows:

1. The creation of a qualified, nonpartisan commission, to determine a permanent policy of federal taxation, would stimulate business.

2. To equalize the tax burden, particularly between normally steady incomes and violently fluctuating earnings, the general principle of carrying forward losses should be restored.

3. Consolidated returns should be made mandatory and, as a corollary, the taxation of inter-corporate dividends should cease.

4. The principle of the undistributed-profits tax should be discarded.

5. If retained, the capital-stock tax should provide for annual declarations, and the excess-profits tax should exclude capital gains and losses.

6. Capital gains and losses should be segregated, taxed independently at a flat moderate rate, without distinction between short-term and long-term holdings, and with a carry-over of capital net losses.

7. The provision governing the last-in-first-out inventory method should be broadened.

8. The time for filing Federal income-tax returns should be fixed at the fifteenth day of the fourth month following the close of the taxable year.

The legalistic concept adopted by the Bureau of Internal Revenue is in direct variance with accounting and business practice of long standing, which has been developed to yield accurate, equitable results.

Denial or one-sided interpretation of the accrual method is one of the most disturbing points at issue. The government has held that the insurance premium received by an insurance company for a three-year period is to be reported in full as income in the year received, whereas business practice demands that only one-third of the income be reported in that year. Bonuses must be deducted in the year voted. If they are



voted just after the close of the taxable year, they may not be accrued for that taxable year, although they obviously were occasioned by those profits.

The commissioner will not recognize, on machinery and equipment trade-ins, the gain or loss which is the difference between trade-in value and depreciated cost value.

Another angle of price-structure distortion is the hidden-nuisance taxes.

On February 10, 1939, the 1938 Act was made a part of the Internal Revenue Code. The 1939 Revenue Act was signed by President Roosevelt on June 29. This act is not a completely new tax law but a series of amendments to existing laws. Some of the more important of these changes are as follows:

Subject to certain restrictions, net operating losses of 1939 may be carried forward to 1940 and 1941, permitting a three-year absorption period.

In July, 1939, and July, 1940, new capital-stock-value declarations may be revised upward.

For taxable years beginning January 1, 1940, the undistributed-profits tax and the dividends-paid credit are eliminated, and corporations earning more than \$25,000 are taxed a flat 18 per cent.

Effective January 1, 1940, the \$2,000 limitation on capital losses in excess of capital gains is repealed.

The last-in-first-out method of inventory valuation is made available to all taxpayers, instead of being restricted to the tanning and the non-ferrous metal industries.

Definite progress has been made, but not enough. On August 17, 1939, the Under-Secretary of the Treasury, John W. Hanes, called upon leaders in industry, labor, commerce, banking, agriculture, and the professions to offer suggestions toward working out a "tax-revision program which will further improve the laws relating to individual and corporation taxes." Preliminary hearings were to be arranged before treasury officials, and information was to be assembled for the subcommittee of the House of Representatives' Ways and Means Committee when it meets on November 1. This committee is to study the entire tax struc-

ture during the recess of the Seventy-sixth Congress.

It is a little unusual to do much with the tax structure in election years, but changes not curtailing revenue may be considered. The individual-income tax appears to be in for some revision. Suggestions have been made to reduce personal exemptions, revise the rates on top-bracket incomes, remove exemptions from federal and state bonds, and permit corporations to file one return for all taxes.

## American Education Week

**GENERAL THEME:** Education for the American Way of Life.

**WHAT IS THE AMERICAN WAY OF LIFE?**

It is a free way, allowing one to live according to his own conscience;

It is a peaceful way, settling differences by elections and courts;

It is a friendly way, judging success by happiness and growth;

It is a co-operative way, emphasizing service to the common good;

It is a democratic way, based on human brotherhood and the Golden Rule.

**AND WHAT IS EDUCATION FOR THE AMERICAN WAY?**

It is universal, opening its doors to all the people;

It is individual, helping each person to make the most of his talents;

It is tolerant, seeking truth through free and open discussion;

It is continuous, knowing that learning is a lifelong necessity;

It is prophetic, looking always toward a better civilization.

## The Program

*Sunday, Nov. 5:* The Place of Religion in our Democracy.

*Monday, Nov. 6:* Education for Self-Realization.

*Tuesday, Nov. 7:* Education for Human Relationships.

*Wednesday, Nov. 8:* Education for Economic Efficiency.

*Thursday, Nov. 9:* Education for Civic Responsibility.

*Friday, Nov. 10:* Cultivating the Love of Learning.

*Saturday, Nov. 11:* Education for freedom.

Several kinds of materials are available from the National Education Association. An order blank will be sent by the Association on request. The N.E.A.'s address is 1201 Sixteenth Street, Washington, D. C.

# Vocational Vocabulary Letters

HARM and PAULINE HARMS

## No. 2—A Real Estate Letter

**EDITOR'S NOTE**—During the last few years, we have heard a great deal about mastering the most frequently used words. However, as soon as a student accepts a stenographic position, his own list of most frequently used words will be influenced decidedly by the terminology of this new occupation.

Here is a letter containing the fifty most frequently used words in the real estate business. This letter was prepared by Harm Harms, director of commercial training, and Pauline Harms, instructor in shorthand, at Capitol University, Columbus. Mr. and Mrs. Harms are authors of the "Individual Method of Learning Gregg Shorthand." Similar letters for other branches of business will appear in subsequent issues of the BUSINESS EDUCATION WORLD.

October 2, 1939

The Wilson Realty Company  
446 Madison Avenue  
New York, New York

Gentlemen:<sup>20</sup>

This will introduce Mr. L. W. Johnson, a realtor in good standing with our association.<sup>40</sup> Mr. Johnson has come to see us about a sales contract in connection with the 50-foot frontage on<sup>60</sup> Nelson Avenue which we are holding for \$40 a front foot.

The taxes and improvements, with the<sup>80</sup> exception of one assessment, have been paid. If we can get the exclusive listing at the regular Real<sup>100</sup> Estate Board Commission, it might pay us to take the property. In that event, we should lease to a tenant who can<sup>120</sup> handle the rental according to our terms.

In regard to the other property, there are many restrictions<sup>140</sup> that would prohibit immediate sale. I am sure we could refinance and thus arrange to amortize the<sup>160</sup> interest as well as the mortgage. The deed, which is being held in escrow together with the abstract of title,<sup>180</sup> shows a mechanics' lien and also the judgment lien of Mr. Harris, with which we are both familiar.<sup>200</sup> All this tends to bring down the valuation so that I am about ready to release our option.

It might be<sup>220</sup> possible, however, to arrange for a trade with the Miller property, which is in the Berwick allotment,<sup>240</sup> Subdivision 6. The zoning in this district will be definitely in our favor.

We understand that on<sup>260</sup> another occasion Mr. Miller gave a chattel mortgage covering the fixtures stored in a loft on his<sup>280</sup> farm, which is the west half of the south-west quarter of Section 16, Hamilton Township. The witness to this<sup>300</sup> transaction tells us that the above mortgage has been released, and this chattel may therefore be used as a consideration<sup>320</sup> in case Mr. Miller is interested.

After you have gone over this with Mr. Johnson, please let<sup>340</sup> me have all the details.

Yours very truly, (348)



(Concluded)

## Business Education Changes Of a Quarter Century

LOUIS A. RICE

A COMPARISON of present curriculums with those of twenty-five years ago shows a number of additions, many adaptations of old subjects to new criteria, and a few losses.

The introduction of courses in machines and office appliances is one of the additions of which we are all most conscious by reason of the expense involved. It is to be hoped that manufacturers of duplicating and calculating-machine equipment will soon be able to work out a school trade-in plan, whereby at intervals a portion of the school's equipment may be exchanged for more recent models at a cost differential that the school can afford to pay.

Another great addition has been in the courses in salesmanship, advertising, and marketing. The school's future in this field is probably only as good as its placement service, but the emphasis upon publicly subsidized work in distributive occupations will have its effect and will tend to bring students to the private schools for a similar type of work.

In the background subjects, perhaps the greatest change has taken place. Commercial law was in the curriculum of business schools as far back as the Civil War. Civics or civil government was once taught by many business schools. Then it disappeared. Now it has been revived in some business schools; and with the constantly increasing government and business relationship, it probably will soon become a necessary background subject, if not an actual vocational subject for the business-school student.

Economics and business organization are taught in many business schools. If economics is the fundamental science of busi-

ness, there is no reason why some economics instruction should not be a part of all training for business.

Commercial geography still has a respectable following. The modern languages receive attention in some business schools. Recent developments through the stimulus of the junior-college organization have provided broad courses in business in some private schools, in which a considerable fraction of time is devoted to broadening, if not actually cultural, background subjects.

For many years personnel managers in business have been trying to convince school people that more attention should be paid to the personal qualification of applicants for employment. Until recently, very few schools have paid much heed to these requests. They have been largely content to take a student, with whatever degree of pulchritude and ideas of personal hygiene that nature and the family endowed her, and, after teaching her a few skills, send her forth into the employment market. The modern trend is toward courses in personality and in health and hygiene and even the provision of "grooming clinics," all of which have for their objective the bringing

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◆ *About Louis Rice:* Principal of the Packard School, New York City, and president of the board of directors. Was assistant in secondary education, New Jersey State Department of Public Instruction, in charge of commercial education. Master's degree from New York University School of Education, where he has also taught; has given courses also at Rutgers University, the University of Pittsburgh, and Teachers College, Columbia University. A former president of the E.C.T.A.; former executive secretary of the N.E.A. Department of Business Education and first business manager of the *National Business Education Quarterly*.

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out of the better qualities of the student and the repression or change of the undesirable qualities in order to give the employer a better worker who is more easily adjusted to his office environment.

It should be borne in mind that most personality problems are mental, and that actual change of mental attitude of the student is a much greater part of the work than the mere frescoing of the exterior. There is some doubt as to whether much of the work that is now being started in this field is of sufficient depth to make it truly respectable. Unless one is prepared to go into it thoroughly, he had probably better not undertake it.

Two of the subjects that have taken minor places in the school program are penmanship and rapid calculation. The former has suffered partly from a too-formal method of instruction and partly from the invasion of machine-recording devices.

One of my contributors writes: "No longer is there a place in the better private schools for the fellow who had nothing to offer but a beautiful bird that ran off from the end of a piece of chalk onto the black-board."

Rapid calculation has declined, I think, also for three reasons:

Machine calculators can do the work so much more efficiently that the most proficient mental gymnast is far outdistanced.

It never was possible to teach rapid-calculation skill to more than a fraction of the student body and that at considerable expenditure of extraordinarily hard effort.

Many of the rapid-calculation "short-cuts" were so complicated as to be unusable by the average worker.

Let it be said, however, that a good regular business hand is not without its value in many types of employment today, and the fellow who does not need to run to a machine every time a few figures are to be added still commands our respect.

Disappearing from the program also are the very short courses—abbreviated rather than intensified—which were so common in the advertising of fifteen or twenty years ago. They served their purpose for giving a smattering of skill in the emergency of

the war-time period; but they are very inadequate for preparation for present-day positions.

Most of my correspondents on this topic have commented upon the great improvement in relations between the high schools and the private business schools and between the various private business schools themselves, which has come about during this quarter-century of progress. One of them says, "The record of unethical relations of twenty-five years ago could hardly be equaled by any institutions today, unless it be the state colleges."

Solicitors for the private schools in the old days stopped at nothing short of murder to obtain students for their respective schools. Particularly was this true where the solicitors were paid on a purely commission basis. There are cases on record where solicitation extended as far down in the grammar-school population as the fourth grade. Eighth graders were considered normally qualified material. All grades of the high school were fair prey.

Another of my contributors writes as follows:

In my earlier experience, business schools were regarded by public-school officials as being without conscience or principle. Public school men felt that nothing was too low for them to do in order to obtain enrollments. Today we have excellent co-operation from the public schools, and frequently principals go out of their way to recommend our school to their seniors and to parents. . . . Unquestionably the way we have cleaned house during the past twenty-five years has brought to us dignity and prestige.

This same man says, "Many highly regarded schools would like to forget much of their advertising of the 1900-1920 period"

It is undoubtedly true that many business schools today enjoy the esteem of their contemporaries in the public-school field and even in the colleges and universities. Every period of depression in private-school enrollments brings out, however, a sufficiently large number of cases of unfair competition to indicate that considerable improvement should still be made. Although our own school has never employed solicitors, we frequently get reports of the activities of certain persons who fraudulently represent them-



selves as bona fide employees of the school.

This brings us to the subject of standardization and accreditation. There has been a laudable effort among the business schools during the past quarter-century to raise their standards and live up to a code of ethics. This effort has been fostered by a number of associations of private business schools. Self-accreditation schemes have been worked out, and many business schools have faithfully lived up to their standards. There are lamentable exceptions, however, even within the family circle. As most families are charitable toward any of their members who blot the scutcheon, so the associations have been perhaps too tolerant of shortcomings within their membership.

For this reason, it seems to me that, notwithstanding all the good that has been accomplished through work of this kind, public confidence can more readily be established through accreditation by a standard accrediting agency that deals with many classes of schools and sees the relations existing or needed among them. I refer to the state departments of education and to the regional accrediting agencies, which are now united in a co-operative effort to bring about a parity of their standards. May I quote from one of the letters sent me:

My feeling is that if schools wish to avoid state regulation, the only escape lies in the acceptance of some uniform and reasonable educational standard, accompanied by ethical standards and practices, and a strict enforcement of these by the organization under which the schools are united.

The standardization to which this writer refers does not mean mechanical uniformity, but rather that there shall be definition of minimal attainments in all offerings of all the schools united in that particular association.

What may be expected to be the future of the private business school? Many are disheartened by the extension of public education upward from the twelfth grade and by the great offering of free courses under a variety of governmental agencies.

My only comment on this is that if the private business school cannot do a better job, the value of which is commensurate with what it charges, it cannot expect that

it will be patronized by those who have the alternative of free courses.

Some inference may be drawn, however, from the educational directory of any magazine carrying such advertising, which shows many private preparatory schools still doing a very large business, notwithstanding the fact that there are millions of students in free public high schools. The average business school in a large city has such advantages as these over the relatively huge public high school units:

It can operate a very much more flexible organization.

It can initiate and carry on experimental work more quickly, with less interference and publicity.

It can provide more specialized instruction, and it need not provide instruction in which there is little interest.

It can operate a more efficient placement service.

It can become more selective in its requirements, either as to scholarship or as to placeable personality.

It can devote itself to the purely vocational aim, or its offering of background courses can be expanded to whatever degree seems profitable.

It can better observe the progress of the individual student.

A well-known school man says this about an angle of the problem that has not yet been mentioned:

Frankly, too many private-school owners have impoverished their institutions financially while enriching themselves personally. . . . Sometimes I wonder if we don't have too many owners and administrators who lack pride in the institutions over which they preside. We need school men who will take more pride in an improving institution than in a Packard car. If I were starting a new business school tomorrow, I would put every dollar back into that school for the first several years, except for bare subsistence. . . . I would not do that because I am unselfish and professional and exalted in my ideals—I would do it because I know that such procedure, paradoxically, would be the most self-beneficial course I could follow.

A business school in the year 1939 can be operated on one of two philosophies. If the emphasis is on *business*, it can be managed with regard to the making of profit, giving just enough service to make that profit possible. If the *school* phase, however, is emphasized, it will be run for the service that it can render, and its profits will be an indication as to how well its aim has been accomplished.



## Geography and Business

JANE  
V.  
DEAL

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EDITOR'S NOTE—Miss Deal's wide experience in teaching and in directing the teaching of commercial subjects, including geography, enables her to evaluate geography in relation to the needs of commercial students.

Her definite request that high school geography teachers be given college training that will enable them to correlate modern geography with business interests should lead geography departments of colleges and universities to introduce courses that will provide this necessary and highly desirable contribution to the training of high school geography teachers.—DOUGLAS C. RIDGLEY, Series Editor.

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**T**O help students see geography as a vital part of living in business situations is the responsibility we assume when we make geography a part of the commercial curriculum.

Departmental barriers are gradually breaking down, giving a broader scope to commercial subjects and putting them on a functional basis. Changes do not come about at once, however; and so we must still consider the location of the school where geography is taught and, much more important, the philosophy subscribed to by its teachers and the operation of that philosophy through those teachers.

The background and ideals of teachers of geography determine whether the work in geography shall tie up with business and be filled with interest and meaning in connection with current happenings or whether it shall become just another course.

In this article we shall discuss, briefly, the importance of geography, emphasis and objectives, and student interests and needs, in order to see clearly what is required of the teacher.

Certain aspects of geography are found in every phase of business and cultural life. The Education Policies Commission has stated that "the educated citizen has a regard for the nation's resources." How can one have regard for those things which he does not know? How can one produce, consume, or manage something for which he has no appreciation?

Our present and future welfare depends upon the young people who are going out to work in and manage the business of our country, and who should understand and appreciate our rich heritage of land, water, forests, minerals, and the rest of Nature's resources. If geography is listed among the commercial subjects, then the commercial department must assume the responsibility of enlightening the students and showing them the co-ordination of this subject with other business subjects.

The commercial department is necessarily more aware of business operations and needs than other departments; and, of course, geography will be colored by business. Physical and political geography must be delegated to their corners and the economic, social, and political stressed in their respective order. Incidents from daily life that show cause and effect as related to geography should be brought to class—for example, what Nature has given us; how to use it, control it, and consume it; and what part the businessman has in it.

How cotton grows, how it is harvested, and how its diseases are detected are all important and interesting. If we stop here, we do not give the kind of course that is needed

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♦ *About Jane Deal:* Director of the commercial department, J. Sterling Morton High School, Cicero, Illinois. Degrees from the University of Chicago and Northwestern University. Member of the Chicago Area Business Directors Association. Hobbies: reading and gardening.

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in the business world, but it is here that much teaching stops. The rest of the story of cotton must be told so that the students will understand the meaning of it, will be able to apply it, and perhaps find their life work in some phase of business in which cotton products play an important part.

To make progress, a person must know where he is going. Much work has been done on educational objectives. Rather than make a list for geography at this time, therefore, we shall see whether or not the economic and social emphasis on geography causes it to fit into this list: self-realization, human relationships, economic efficiency, and civic responsibility.

### *Self-Realization*

Under self-realization is the factor of recreation. With additional time to spend, recreation becomes one of the big problems. Certainly nothing has a greater appeal to nearly everyone than travel; or, if one cannot travel, then the knowledge and opportunity for studying strange peoples and countries cannot be equaled in any other way than through the study of geography.

### *Human Relationships*

Human relationships bring about respect for humanity. It would be difficult to respect someone or something that is unknown. A lecturer who had spent some time with the Eskimos came back with such a fine appreciation of their ideals and way of living, suited to their climate, that he adopted some of their ideas for happiness as worthy of his own and others' consideration.

To tie up such appreciation of others with business experiences may help to halt the mad race that tramples upon strangers as of lesser account than ourselves.

### *Economic Efficiency*

Economic efficiency strikes right at the heart of our subject. Usually, when a person has found a job for which he can work enthusiastically and honestly, he does his work efficiently. Under present conditions, students cannot see at first hand the various kinds of jobs and so make their choice;

### ◆ *About Dr. Ridgley, Series*

**Editor:** Professor of geography in education, Clark University. Formerly director of geography of the A.E.F. University in France; headed the geography department of Illinois State Normal University. Fellow of the American Geographical Society. Holds the Distinguished Service Award of the National Council of Geography Teachers for "outstanding contributions to educational geography."



therefore, such information must be gained through study.

Economic geography offers a rich background and wealth of material that will give an insight into what Nature has given man to work with and to use for the betterment of mankind. With the consumer coming to the front in education, what can give a better understanding than geography of the vast resources that are here for the consumer's use if properly handled by the producer and distributor?

Realizing that these relationships exist, a knowledge of how to control them and use them surely would prove of great value to future business men and women. An appreciation of the use, conservation, values, control, and development of materials cannot be obtained better than from geography lessons that emphasize proper relationships between the home, the business world, and natural resources.

### *Civic Responsibility*

Under civic responsibility, take conservation. One of the major problems today is that of planning the use of forests, land, water, and minerals so that future generations will not be deprived of what we have had the joy of using.

Geography will make our business students conscious of what lies back of so much of the struggle for existence: abundance and scarcity, greed for what another has—all these problems may be discussed in terms of coal, wheat, or land.

How much more interesting the position of stenographer or bookkeeper or salesman becomes when young people are conscious that what they think, say, or do will be en-

riched by understanding the persons or things with which they work and that theirs will be the job of directing much thinking, speaking, and doing of tomorrow in matters of business.

Students need to know why they are taking a subject and where it will take them. Such knowledge will carry interest along with it. It is not hard to understand why our commercial students can see little need or interest in a geography that is simply locating things or places, and is a mere game of remembering, with nothing to reason or think about, to judge or decide upon. Neither will it be hard to understand why our commercial students will be interested in and need a kind of geography filled with answers to many producer-consumer-distributor questions. They may discover, in geography, interests of which they have not been fully aware.

### *Teacher Preparation*

How and by whom shall these things be brought before students in the most interesting and helpful way? In many schools where geography is handled by the commercial department, there is seldom a teacher who is prepared to teach it.

Courses have been put in—and who gets them? Perhaps Miss X, a shorthand teacher, gets one class because she needs just one more to complete her teaching schedule; or Mr. Y, a bookkeeping teacher, who protests vigorously, has to take a class because there is no one else to do it.

Miss X and Mr. Y are very fine teachers; but both of them are teaching subjects that require preciseness, accuracy, and knowledge of a specific kind. What happens? Geography becomes a horror to the students and a nightmare to the teachers. Lessons become very much like spelling classes, and tests are lists of "where's" and "what's." Does this kind of geography have any meaning to the student of business? Does he know just why he is taking it? Obviously, the answer is "No"; and neither students nor teachers are to blame.

Where can a teacher be found who is skilled in the art of giving the kind of geography that will correlate the factors men-

tioned? If one goes to the geography department of a college or university, he will find people splendidly trained in geography and in research work, but with no training in business. In the department of business, there is no one who has taken courses in geography. It seems necessary, therefore, that we work out our own solution until college men and women reach out and bring business and geography together.

The possibilities of such a combination seem almost endless in outlook and interest. Perhaps if geography had been taught by instructors trained in business, too, many mistakes would have been avoided. Our forests, minerals, and grasslands might not have been exploited to such an extent as to make conservation so vital as it is now; people need not have hungered in the midst of plenty; consumers might have been considered along with producers.

Our frontiers are not closed; they have only changed. The student of business who is going out into the world to work and later to organize and manage our economic life has a big job ahead; and the teacher who is to train this student needs a business outlook, coupled with a knowledge of geography and a vision of what can be done in the future to make life bigger and better for all.

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**S**TANLEY C. ROBINSON has been appointed an instructor in the department of commerce at Eastern Illinois State Teachers College, Charleston, to teach Gregg Shorthand and accounting. Dr. James M. Thompson is head of the department.

Mr. Robinson comes to Eastern from the public high school at Decatur, Illinois, where he has been acting head of the commercial department. Formerly, he held the same position in Lebanon, Missouri.

Mr. Robinson received his A.B. degree from Southwest Missouri State Teachers College, Springfield, and the M.A. degree from the State University of Iowa. He is a member of Epsilon chapter of Pi Omega Pi.



## National Clerical Ability Tests

IN 1936 the first National Clerical Ability Tests were given to 120 young people in 12 centers. At that time the committee directing the tests represented the Eastern Commercial Teachers Association. Soon after, the National Office Management Association accepted joint sponsorship.

Since 1937 the E.C.T.A. has been replaced by the National Council of Business Education, so that a really country-wide teachers' organization might co-operate with the N.O.M.A. The E.C.T.A. put the project on its feet by furnishing the first money made available and devoting its 1937 meeting to the Joint Committee's report. Besides several hundred dollars contributed by the E.C.T.A. over a period of two years, the N.O.M.A., the Typewriter Research Bureau, the Ediphone, Dictaphone, and Addressograph companies have contributed substantial amounts. Since its participation in the testing program, the N.C.B.E. also has contributed funds for the support of the enterprise.

In 1937 about 1,200 young people were tested in 7 large cities. No charge was made. The next year, 1,285 tests were given in 20 centers to young people from 52 schools. The fee charged for each test was \$1. In 1939 nearly 2,400 tests were given to young people from 115 schools in 31 centers. The fee charged was \$1.37 for each vocational-ability test, based on cost of administration and rating test papers.

In any school the teacher who shoulders responsibility for obtaining registrations and attending to other details is called the "sponsor." To the sponsor, after the tests are given, is sent a complete list of marks earned by each student who took a test in his center. No sponsor receives information about scores of testees in other centers. Therefore the N.C.A. testing program is not to be thought of as in any sense a contest.

There are neither firsts nor seconds. A participant either qualifies for a certificate or he does not. One who qualifies receives a certificate in each vocational test in which he is successful.

Comparatively few young people take more than one vocational test, and wisely, too. Each vocational test, with the accompanying general-information and fundamentals tests, requires from four to five hours.

At the time reports are sent to sponsors, a news release also is sent to each. A number of sponsors have seen to it that this news release was printed in the local papers. Publicity was thus given to successful students, to the school, and to the Joint Committee's work.

L. W. Wheelock, of Hartford, Connecticut, went further than this. He communicated with the State Employment Service, described the tests briefly, and gave information as to which schools in the Hartford area had students who had won certificates. He gave the names of sponsors, so that employers might communicate, through them, with any of the successful testees. Finally, he asked the committee to send to the state employment office a complete list of names of successful testees. This the committee has done.

Mr. Wheelock's thoughtful action is hereby commended and recommended to other sponsors for emulation. All of us may learn from one another. Such co-operation from you, present and future sponsors, will go far toward enhancing the practicality of this program.

In 1938 about 28 per cent of the participants earned certificates. For 1939 the percentage has risen to 42 per cent. This is very encouraging to the committee. It indicates that teachers are giving more thought to preparation for the more comprehensive type of test that is used in this testing program. It indicates that instruction is taking on a form that results in ability to deal with practical jobs, which make up the usual round of office work in various positions for which training has been given.

Teachers ask how they may provide long periods of practice in a short-period schedule in their schools. The committee urges that, if possible, an arrangement be made

whereby a class occasionally may be allowed to use its regular period and the one following. If a class has typing one period and another commercial subject the next, the plan is feasible, provided the typing room can be made available. If, however, the desired next period is one in which the group takes history and the history teacher or the school administrator cannot be persuaded to give way, then another plan must be found for giving this sustained practice. Some teachers start a project during the last period of the day, and allow those pupils who are interested to finish after school. Each teacher must work out his own plan.

Some teachers follow the plan of giving a long assignment once a week, to be done in one evening. No other assignments are given that week. This plan is feasible in bookkeeping, but not in all vocational courses. Of course these assignments should be planned. Pupils should know ahead of time what evening must be set aside.

A practical suggestion in shorthand work is to dictate 40 minutes, and then in the subsequent transcribing period require that only a selected four or five of the letters and articles be typed. Long dictations are necessary, because teachers find that letters dictated early in a period of dictation are transcribed better than those given nearer the end of the period. The element of fatigue enters in; also memory helps less in long dictation.

Some teachers have consistently given practice for the tests on many afternoons and Saturday mornings. The committee does not actually advocate spending many hours outside the school day, but *neither* does it object to this procedure. It feels that what schools do to train their pupils for positions is their concern and not that of any committee. The committee believes, however, that employers' demands in the ways of pre-employment training are not more than schools can be expected to meet through their regular schedules. The committee's tests are prepared on the assumption that schools will be able to prepare for them during a properly planned schedule of training without extra practice time.

Lester Brigham, office service manager for

the American Optical Company, Southbridge, Massachusetts, is chairman of the committee for the coming year, replacing J. R. Jackman, who has become president of the N.O.M.A.

Under Mr. Brigham's leadership, plans for the 1940 tests are under way. Each teacher of twelfth-year typing, bookkeeping, stenography, machine calculation, machine transcription, or filing should be familiar with this testing program.

Sample sets of tests for 1939 are available at a nominal charge of \$1.55 to cover cost of production. The set includes six vocational tests, a general-information test, a fundamentals test, a personality-rating chart, and manuals for administering and correcting all tests. Prices for quantities of any one test will be made known upon request.

All communications should be addressed to Joint Committee on Tests, Lawrence Hall, 1 Kirkland Street, Cambridge, Massachusetts.—*Harold E. Cowan, secretary, Joint Committee on Tests, and instructor, Dedham (Massachusetts) High School.*

NEW honors continue to come to Ethel Murray Johnstone, of San Francisco. Miss Johnstone is a partner and handles the



bookkeeping and allied subjects in the Saline - Johnstone School for Secretaries. She has been deeply interested in civic affairs and the betterment of living and working conditions for women throughout California.

Recognition of her activities in these matters was shown recently in her election to the office of president, Bay District, Business and Professional Women's Clubs. Miss Johnstone's hobbies are horseback riding and her hospitable country home on the shores of Clear Lake.

VOCATIONAL *Guidance Digest*, which is published ten times a year (September to June inclusive) by the Stanford University Press, Stanford University, California, is \$2.50 a year. Teachers, administrators, and counselors find it well worth the price.



# Practical Pointers On Word Division

WILLIAM R. FOSTER

*East High School, Rochester, N. Y.*

EDITOR'S NOTE—This is the third installment in a series of four on word division. Mr. Foster's first installment, "Common Sense in Word Division for Typists," appeared in the February, 1939, issue, pages 453-456; his second installment, "The Primary Purpose of Word Division," in the May, 1939, issue, pages 756-758.

MR. J. N. Kimball can always be depended on to set the typing stage clearly. In "Don't Let Go,"<sup>1</sup> he starts off with this:

As a rule, when one has picked up the rudiments of a game, when one thinks he knows how to play it and starts in to play it for the first time, one finds that theory and practice are not at all alike. . . . The theory of any game may be found in books, and the rules that are supposed to govern each game may be found in the same books, but the fine points that go to make up the practice of a game can be had only through experience.

Not only are these points as much a part of the outfit of a good player as those that are to be found in books, but in the long run it will be found that they will need much more study.

This reminds me of the story of a type-writing teacher who told me that upon graduation from college with Phi Beta Kappa honors, she decided to take a commercial course. She was so interested in word division that, to show her newly acquired knowledge, she went out of her way in order to finish every line possible with a hyphen. It may have been good practice, but it wasn't art. She now realizes that but few word divisions are needed—the fewer the better. To emphasize this point I present the following as a first lesson.

<sup>1</sup>International Contest, June 8, 1919; adapted form in *Gregg Typing*, Second Edition, p. 47 ff.

## *First Step in Word Division—a Pre-test*

Ask the pupils to select from an article with a simple vocabulary (I use Kimball's "Don't Let Go") all the words of two syllables that would *not* be divided under any conditions at line ends.

Because many pupils have no adequate idea of just what a syllable is, you will find some or all of the following errors:

*Picked, hates, and width* will be divided, despite anything you may have said before.

Several students will entirely overlook such short two-syllable words as *any, into, only, able*.

You will need to give at least another such exercise before the idea will click. How many you will need to give will depend on your class. But continue with this practice, because more important than knowing when to divide is knowing when *not* to divide.

## *The Second Step in Testing Word Division*

After you are fairly satisfied with the results of the first step, you will find the second only a little more difficult. Mr. Kimball's material is sprinkled with words of two syllables that might, under most conditions, be divided at line ends. These the students are to find and type, showing the correct division.

Examples, under most conditions, are *prac-tice, sup-posed, life-time, play-ing, play-ers* (but not *player*), *cau-tion*; and, under some conditions, *ex-pert, rea-son, ad-vice*, etc.

Be sure to recall to students' attention the fact that punctuation marks after a word inevitably form a part of that word and must be considered as such in any word division

that is made; for example, *guided*, (with comma) to be completed on one line, would require seven spaces. If divided, three—two—characters would be carried over to the next line.

The reason for choosing words of only two syllables is to guard against the confusion that arises in some minds over dividing a word in several places. Of course, a word of three or more syllables—if divided at all—really would be divided at the end of any given line in but one place, that place depending on where we happened to be in the typing of that word when the bell rang. Furthermore, we should confine our work to real situations as much as possible.

As this second step involves checking up with the pupils what and where they have divided, I feel I should call to your attention the sound psychological practice of showing pupils only correct divisions at line ends. Much that is written on this subject shows both correct and incorrect divisions, with the result that pupils are often confused and even misled, since the eye absorbs the error readily, even though the ear has heard the denial. I wouldn't show even a syllable that would not also represent a suitable division at a line end.

### ***What the Dictionary Does and Doesn't Show***

A cynical friend of mine says his guiding principle in presenting a topic is, "Never underestimate the stupidity of pupils."

At least we should be able to agree on this corollary: "Don't assume our pupils know everything; if they did, where would our job be?"

Businessmen expect dictionaries to be used on occasion. (One of the subtle bits of sarcasm slung at one of the golden-haired, but dull, stenographers I knew was, "How nice and fresh looking she keeps the gold on the edges of her dictionary!")

The New York State Regents examinations in typing and shorthand permit the consultation of a dictionary. We should, therefore, make sure our pupils know how to use the dictionary they have—at least as far as word division is concerned.

Three things, I have found, bother some

pupils. First, some don't realize that a word can be divided where there is an accent, if that happens to be the way their dictionary shows the division of accented syllables.

Second, some don't know the difference between the mark used to indicate the syllables and the mark used to indicate the fact that the word is a compound. Tell them to judge this point by consulting words that are compounds of *self*, such as *self-conceit*. Webster's Second Edition now indicates unaccented syllables and non-compounds by a centered period.

Third, unless you have done a good job after the first tryout test mentioned, pupils will tell you—if you criticize their division of such a word as *idea*—that they found the word divided in the dictionary. Patiently tell them again that dictionaries show all syllables—not just the syllables that represent correct divisions for typed line ends.

### ***The Third Step in Word Division—Judgment***

To train pupils to exercise discriminating judgment in their typing, as far as the preponderant rôle of pronunciation is concerned with the division of words at line ends, give them such striking contrasts as the following:

de-moc-racy	dem-o-crat
de-serts (v.)	des-erts (n.)
eve-ning (n.)	even-ing (v.)
mi-nute (adj.)	min-ute (n.)
pe-cu-li-ar-ity	pe-cul-iar
pre-sent (v.)	pres-ent (n.)
pre-sides	pres-i-dent
pro-duce (v.)	prod-uce (n.)
pro-ject (v.)	proj-ect (n.)
re-cords (v.)	rec-ords (n.)
re-ferred	ref-er-ence
re-serve	res-er-va-tion
sa-cred	sac-ra-ment
se-crets	sec-re-tary
ste-nog-ra-pher	sten-o-graph-i-cally
tran-script	trans-late

### ***The Fourth Step—Real Situations***

Give pupils practice in real situations. Many tests that might be used save the teacher's time but lack somewhat in reality; for instance, typing *Mis-sis-sip-pi-ans* gives training of a highly concentrated sort but does not represent a situation that would actually exist in the business life of a typist.



Even such a test as asking the pupils to show where such a word as *stencil* should be divided, if at all, when the bell rings while typing the first letter, lacks one essential of a real-life situation, despite its compelling a very definite mental choice. The pupil is on the *qui vive* here and probably feels that he is expected to make a division. But would he make any division if he came upon this word at the end of a line in a timed test or business letter? Certainly the decision he is called upon to make is not the same in all respects in both cases.

This reminds me of the Dutch proverb on John D. Rockefeller's Sidewalk Superintendents Club<sup>2</sup> membership card: "The best pilots stand on the shore."

The pilot on the shore knows that *stencil* is the course to steer into the harbor of a good mark, but does the pilot on the storm-tossed ocean of a 15-minute test make that same decision? Possibly he hits the Scylla of avoiding any division and is wrecked by a protruding line. Or perhaps he takes a chance by piloting his course without the aid of a chart (the dictionary), gets into the whirlpool of Charybdis, and is cut to pieces by a wrong division.

To overcome the reluctance (laziness?) of some pupils to look up correct divisions at any and all times when in doubt, and especially during a timed test, the imposition of a stiff penalty for an incorrect division will have a salutary effect.

Above all, don't neglect a much stiffer penalty for lines that obviously ended before the bell rang. Some pupils sense that the end of a line is drawing near and dodge the issue of dividing. I should also penalize an overlong line, but stiffly only when the pupil could have divided the word and thus have made a good-looking line ending.

What about three consecutive lines ending with hyphens? If you give your students rules on word division, they should not be just a jumble of unrelated, arbitrary statements, but rather parts of an integrated whole sensed by the students as such. The

whole purpose is to make pleasing-to-the-eye line lengths with word divisions interfering as little as possible with the thought-gathering process.

I know a good teacher who so transforms the dictum about not dividing words at the ends of more than two consecutive lines that she does not allow the pupils to make more than two divisions in an entire letter. She missed the basic point.

While admitting that our pupils should be made to realize the unpleasant appearance of three or more lines in succession having hyphens sticking out, and also that our object is to make as few divisions as are consistent with fairly even ends, still, such an arbitrary ruling obviously is made without regard to the exigencies of situations that sometimes develop.

Printers, who got up this rule, can live up to it rather easily; but what can the poor typist do with such a ticklish situation as this? Let's suppose you have already divided words at the ends of the two previous lines, and now as your bell rings you find you are writing the first letter of *equipped* or *strengthen*; or say that you have just started *self-contained*. What to do?

To divide after one letter, to carry over but two, to make another division in a word already possessing a hyphen, or to over-run the line decidedly are all violations of rules often found in books. Just try to get out of violating some rule here—not to mention the danger of becoming a third offender—or should I say of "having three strikes called on us"?

If you wish to complicate matters still further, let's suppose the preceding two lines had the hyphenation made one space after the bell rang. Or still another quirk to the problem: What would you do if the words at the ends of the two previous lines had not been hyphenated until the last space before the line lock would have gone into operation?

If you are still holding out for this rule of three as a hard and fast "must," then bear it in mind when using some such test as having the pupils set their carriages at 59 (when the marginal stop is so set that the bell will ring at 60) and then requiring

<sup>2</sup> Composed of the inevitable by-standers who watched the construction activities of Rockefeller Center, New York City.

them to type a string of words that will require a division in 90 per cent or more of the cases.

This kind of test is presumably used in an attempt to approximate real conditions; but does it? Don't you see the contradictory character of our instruction (rule) and our instructions for this test? Our instructions, if followed, would result in line after line ending with a hyphen; our instruction has been that three is the limit.

Then, too, in a real situation the bell is not going to ring on the first letter of word after word at the end of a line; no, it's going to ring on the second, the third, or even the last letter just as often. "Theory and practice are not at all alike," as Mr. Kimball said.

### *Rules vs. Basic Principles*

I don't know that we are called upon to confess that all rules are made but to be broken; nevertheless, it is certainly necessary at times to break some of the so-called rules of word division. Note this plain statement in a standard reference book<sup>3</sup> used by many editors and stylists:

The division of words at the ends of lines is always undesirable, but many cases occur where such divisions are unavoidable. Certain rules covering divisions should never be broken, while others are desirable but may be broken when good spacing demands it.

... Divide according to pronunciation (the American system), not according to derivation (the English system). [Unbreakable.]

Among the "desirable" rules that "may be broken" are those regarding initials of a name, sums of money, already hyphenated words, proper names, and the last word in more than two consecutive lines.

Another authority<sup>4</sup> raps so-called rules by saying that "... his memorizing of fixed rules will not prove so serviceable in everyday work as a knowledge of correct pronunciation."

Bearing these statements in mind, and knowing that something definite and de-

tailed will help, I have boiled down my discussion of this subject to a compact set of principles for student use. They will be published in next month's B.E.W.

TEACHERS who found themselves, at the beginning of the school year, appointed to sponsor school papers should investigate the assistance available from the National Duplicated Paper Association. Address Mrs. Blanche M. Wean, Central Normal College, Danville, Indiana.

The Association is now in its sixth year and has members all over the United States and Canada. Members receive a monthly magazine concerning "duplicated journalism." An *Idea Book* is issued annually, and an annual conference is held during the second week of November.

THE National Association of Cost Accountants is a co-operative organization devoted to the study of industrial accounting problems, the advancement of the science of industrial accounting, and the mutual betterment of its members. The membership of the organization is international and is composed of men and women from various professional and industrial groups.

The Association was formed in October, 1919, with a membership of 35. There are now approximately eight thousand members.

The organization has 63 local chapters in the United States. These chapters hold monthly meetings from September to May, at which industrial-accounting problems are discussed by members of the chapters and by guest speakers. In addition to these technical discussions, the organization carries on a broad program of education, and maintains an accounting and statistical information service.

The annual four-day international conference is virtually a forum where accountants, executives, engineers, and teachers may exchange ideas and opinions.

Among the Association's publications are its *Year Book*, which is internationally recognized as an invaluable contribution to the literature of industrial accounting; bulletins; and a monthly *Forum Section Bulletin*. From time to time the Association also issues special volumes on different phases of accounting. These publications are distributed without charge to the members.

Professor A. L. Prickett, of Indiana University, is president of the Indianapolis Chapter of the Association and a well-known contributor to the B.E.W. This month he begins a series of articles dealing with the effects of recent legislation on accounting practice and on the teaching of this subject.

<sup>3</sup> *A Manual of Style*, The University of Chicago Press, Chicago, Illinois, tenth revised edition, \$3. p. 113.

<sup>4</sup> De Vinne, Theo. L., *Correct Composition*, Oswald Publishing Co., New York, 1916, p. 144.

# A Schoolma'am Learns About Business

WERA G. MITCHELL

EDITOR'S NOTE—We have heard over and over again of the value of practical business experience to the teacher of business subjects, but here is a by-product that is new to us—harnessing that experience to the brief forms of Gregg Shorthand so that both experience and shorthand skill may be acquired at the same time. Mrs. Mitchell also possesses the happy faculty of mixing humor with her teaching, and we confess to a wish that we were back in the classroom ourselves, learning shorthand under her guidance.

The brief-form words in her story of her secretarial and teaching experiences are italicized for convenience in dictating the story to shorthand classes. Note that phrases should be written in the usual way, although they are not indicated. In derivatives of brief forms, only the basic form is italicized, as *themselves*.

I HAVE had occasion to do a great deal of office work in my time; and since much of this experience was obtained in various parts of this country and a little of it in Europe, I believe it represents an unusual business experience for a schoolma'am. That is why I want to tell you about it and about some of the things I learned in the business world which I think are worth while passing along.

My business education, perhaps I should explain, and a very large part of my business experience, was acquired in a progressive industrial city of the Midwest. I started out to be a stenographer, and I was determined to be a first-rate one.

I acquired a dictation speed of 125 or 130 words a minute on literary matter, and gradually, without much conscious effort, built my typing speed up to more than 90 words a minute on straight copy. Later on I won from a typewriter company a portable typewriter for perfect accuracy at something over 60 words per minute. So you see, I really developed quite a little basic skill.

But I don't believe I even saw a filing case, an adding machine, a Mimeograph, a dictating machine, a check writer, a switchboard, or any of those things all the time I was in business school. Nevertheless, it

was an excellent school; its graduates were in demand because they could be trusted to turn out accurately written, beautifully arranged letters with dispatch, to conduct themselves with dignity, and to dress appropriately.

I remember that before receiving a diploma we had to pass two rather difficult tests. One was the typing within a business day of 100 form letters of medium length—a big job that had to be performed under pressure in a manner acceptable to a discriminating person. The other test consisted of transcribing, also within a business day, sixty letters dictated the previous night at 110 words per minute—and this likewise had to be work of a high degree of excellence.

Till this day—and I think you will agree—I consider these pretty good standards. I wonder whether young people who are completing high school stenographic courses today could pass them?

Now this, methinks, is wherein that particular school excelled: In order to insure a quality product, it accepted only good raw material. A careful inquiry was made con-



... all dressed up in her party clothes

cerning your character; then, if you could present a high school diploma, the proprietor was glad enough to get you—and your money—but she wanted only young people who could speak good English and who could be depended upon to exercise good taste in such matters as dress, speech, and manners. If a girl so far forgot herself as to appear some fine morning all dressed up in her party clothes, she was immediately requested to go home and change.

Oh, yes, they educated us in office propriety, but they did not waste any time dabbling with the things we were bound to learn anyhow.

Of course, there is a big difference between the private business school and the public school; one can be both "choosey" and independent; the other can be neither. But I believe the successful business school—and the one I am describing was and still is a very successful one—offers a valuable object lesson to the public school commercial departments.

Why don't they cut down their enormous enrollments by setting up and really maintaining prerequisites in English, at least?

Well, after I had given proof that I could probably deliver the goods creditably, the school sent me out on a position where I was required to take much dictation about watts and kilowatts, ohms and ergs, dynamos and magnetos, commutators and amperes. To tell the truth, I wished more than once, as did also my employer, I am sure, that I had studied physics in high school!

This firm had every kind of office machinery and a switchboard, too. It also had a large follow-up filing system, but I was never asked nor expected—and this point is important—to do anything but get out my letters, type a few delivery tags, and keep a small sales or stock-record book.

I didn't even have to prepare my own letters for mailing, not even to the extent of stuffing my own enclosures, because an office boy was employed for that purpose.

A valuable lesson I learned in that office was the importance of referring to catalogues and other printed material around the office, for help in learning the vocabulary of the business.

I recall that first job with neither pleasure nor pride, but I want to emphasize that the difficulties I experienced were not caused by a lack of knowledge of office equipment, filing systems, etc., but because of sheer ignorance of what business was all about.

More than average skill in my tool subjects and a certain aptitude with the English language were redeeming assets, however, for which my employer forgave me everything else. I wasn't fired, but I was only too relieved to quit when sufficient cause presented itself in the form of another offer, this time to become junior stenographer in a firm of corporation lawyers.

I had not run across their newspaper advertisement, but a friend who worked for the firm, meeting me on the streetcar one morning, suggested that I make a personal application, which I did that very afternoon. They gave me a short test, and I fear I made a sorry showing of my boasted skill. Nevertheless, I got the position over a long list of applicants, but for reasons which might not occur to you. I looked (I was told) well-bred and well fed, and I had had four years of Latin in high school! Strange reasons?

I recall what a bad time I had for a few days on a rickety old invisible Remington until the firm purchased a new typewriter especially for me.

This office used the numeric system of filing, about which I knew nothing; and, what is more, I was not allowed to improve my knowledge except at a respectful distance. The job of file clerk belonged to Henri, the friend mentioned above, and that individual, full of his own importance, tolerated no meddling with his precious files.

During the two months that I worked in this office, my only task, aside from handling correspondence of a difficult and exacting

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◆ *About Wera Mitchell:* M.A., New York University. For five years has been director of the practical arts course (for non-academically minded pupils) at James Monroe High School, New York City. Wants to get away from frills and back to essentials in commercial education. Was head of the stenography department, Central High School, Kansas City, Missouri, for ten years. President of the Inter-state Typewriting Contest Association, 1927-1929.

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... a personal call from an irate parent nature—and this included the various types of legal papers—was to sign my name as a witness to various papers which the senior stenographer, a notary public, *acknowledged*, and to check off on the "Daily Record" each morning whatever of our cases appeared on the *weekly* docket. Naturally, I became *acquainted* with the proper form and arrangement of the different types of legal documents, the language of law, and the briefing of manuscript covers.

However, the head of the firm was a high-strung, impatient, ill-tempered man who pranced the floor so ceaselessly and puffed on a cigar so furiously all the while *he* dictated that I *always* developed the heeby-jeebies when he was around.

The truth is that I *still* did not know what it was all about and was too easily made uncomfortable or self-conscious. And so *again*, although they encouraged me at the end of the first month with an increase in salary—and this indeed gave me *confidence*—I was glad when the opportunity was offered me to *become* junior clerk in the office of the high school from which I had been graduated, and so I quit the law office and went back to school in the fall.

It was not a *question* of more money. I thought I saw a *future*—one to my *liking*—in school work. And thereby hangs the rest of my tale.

But before I go *further* into it, I want to tell you why Dr. Blank selected me for the school job. It was his *belief*, he said, that a girl who had studied such subjects as Latin, algebra, chemistry, and mediaeval history, and who was *already* proficient in English before taking up a business course, would probably make a *satisfactory* clerk!

The office *force* consisted of two clerks and the school officials. My especial duty comprised taking *charge* of the *entire* attendance of the school. This involved *either* sending cards or *communicating* by telephone with parents when their *children* were absent, for sometimes the old *dears* were not *aware* that their offspring were "on the hook." The *response* to my inquiries was sometimes in the form of a personal call from an irate parent, hot on the trail of Johnny, or maybe it was Mary.

And *right* here I *must* tell you that one of the most important lessons I learned on that job was the value of maintaining *friendly* relations with the public. I *suppose* I came in *direct* contact with two hundred people every day, and I *soon* discovered the *advantage* of making friends.

As for other duties, I was initiated into the mysteries of a simple little switchboard (no trunk lines); I typed difficult inventories and requisitions; and, *together* with the senior clerk, *collected* and compiled the data for annual and semiannual *reports*. These had to be correct in every detail, so we had to check and double-check them *thoroughly* before sending them to the Board for *inspection*.

It was a *serious* disappointment, however, that I received no dictation. The senior clerk objected to sharing the honor of taking the principal's dictation, and I did not like to *complain*. That *woman*, I am *confident*, had a jealous *spirit*; and, though I hold nothing *against* her now, there was certainly no *love* lost between us then.

Fortunately for me, however, after two years another *opportunity* presented itself.

(To be continued)





# Teachers plus Textbooks

FLORENCE E. ULRICH

*Editor, Art and Credentials Department,  
The Gregg Writer, New York City*

**G**RANTED the adequacy of textbooks and training materials, isn't it true that results achieved depend largely upon the teacher's ability to "get his instruction across"? Isn't it also true that the hardest task the stenography teacher has is to keep students constantly motivated to better effort and accomplishment?

A shorthand teacher's job is truly never done! His is the responsibility of giving instruction, of seeing that it "takes," and of determining that students are progressing under it in a satisfactory manner.

The "order" is greater today. Students must not only be trained, but must have better-than-average skill in order to take advantage of many of the opportunities available. The businessman, alert to the possibility of securing stenographers trained to higher production and efficiency, isn't timid about his demands.

Students learn best what they like most. It isn't uncommon to go into a school and have students say, "Oh, I like stenography and typing best because I can *see* what I am doing," when incentives are provided that keep them constantly striving for better performance and higher skill. Good teaching requires that facts and assignments be made sufficiently interesting so that students will respond with zest and enthusiasm to the practice required of them.

Inspiration and enthusiasm are vastly important in the education of young people in skill subjects. And these a teacher cannot obtain from textbooks alone. He must have a source of supply from which to draw—not an easy matter. Even a dull textbook can be made interesting, if the

teacher brings enough vitality to his teaching.

Of course, the ideal situation is to have "live" textbooks, a teacher with dynamic teaching ability, and a program that provides infinite variations and enthusiasm. Thousands of shorthand and typing teachers have found that the *Gregg Writer* credentials service brings a new spirit into the classroom—zest and enthusiasm that persist throughout the course.

Pupils who are embarking upon a stenographic training usually know very little about the big world of business and its responsibilities. The magazine of their profession brings a great deal of information to them, and broadens their outlook not only upon their chosen work but upon commerce in general. They are interested in what they read. They respond to the treatment of study and practice presented through the *Gregg Writer* Awards Department. Reading of the achievements of other stenographers and secretaries magnifies the importance of their studies to them, and they will strive to emulate the success through more diligent effort.

Shorthand students generally enter the class with some idea of what they want to become, but the goal loses its glamour in the hours of practice that must precede its attainment. Ten or fifteen minutes with the *Gregg Writer*, reading some of the really remarkable stories of accomplishment and success that are a feature of almost every issue, are bound to give these boys and girls a new lease on ambition. The stronger and more tenacious the desire to achieve, the better work will students do with almost no persuasion from the teacher.

The *Gregg Writer* is designed to keep students vitally interested in their work and, through the Credentials Department, to provide a series of awards which makes the course smooth and interesting as they go along.

Perhaps no phase of shorthand study is more interesting to students and more pro-

ductive of progress than the reading or well-written plates. If the reading habit is established early in the course, pupil and teacher, alike, will get the maximum of benefit from it. Students will pick up and read a shorthand magazine with interest and enthusiasm when they might not otherwise read any shorthand at all. The psychological effect

of seeing shorthand published in a magazine is intriguing to them.

The *Gregg Writer* is doing more than ever before to arouse the pupils' interest in independent reading. Apart from the regular graded lessons, there is in each number an illustrated story plate prepared especially for students who have covered only the first eight lessons. The keener students will be reading these plates fairly well even before reaching that point in their study. Other features in the magazine's interesting program include the jokes, serial stories, and articles and letters about business.

Teachers who have included a year's subscription to the *Gregg Writer* in the supplies of their students may spend their precious evenings in proper relaxation. It isn't necessary to spend them in planning new ways and means of motivating classes, or in preparing tests that probably would not be as adequate and carefully planned as those prepared by experts on the staff of the magazine, with only that specific job to do.

The *Gregg Writer* is truly called the "right-



Gregg Writer Certificates and Pins

hand helper of the shorthand teacher." Is it any wonder that thousands of shorthand and typing teachers on our subscription lists have been using the magazine for more than twenty years? Many of these teachers make "headlines" in commercial news because of their consistently fine teaching results.

The magazine may be used in so many ways that a teacher need concern himself only with *when* he will use it. By all means, allow students to have the magazine to read and practice from voluntarily. The *Gregg Writer* is like knowledge—the more it is used the more useful it becomes.

In addition to graded shorthand stories and letters for beginners, students may be started out almost immediately on the tests for awards. The Junior O. G. A. Test, for instance, may be used as soon as the students are writing shorthand. It is concerned merely with the basic elements of good notes—fluency of execution with reasonably good formation of outlines. Students may not always respond to the suggestion to make better notes, but they delight in practicing an O. G. A. Test in order to win one of the lovely pin awards. A remarkable degree of excellence in writing has been achieved by the teachers who use the O. G. A. stimulants and standards.

In typing, too, students show more interest if presented with an award for speed or accuracy. The Junior O. A. T. Test may be taken as soon as the students have acquired a reasonable degree of facility on the machine. It is an encouragement award, concerned merely with accuracy and good arrangement.

The Competent Typist Test is a speed-building program. Attractive certificates and pins are offered for progress made through repetition practice. Experts attained their skill through this type of practice, and the Competent Typist awards make the work more interesting. All these tests are published in the magazine each month.

A few minutes from each recitation period, or a period once or twice a week, devoted to reading and writing practice from the magazine varies your teaching program and inevitably "peps" up the class. The magazine is not a textbook, and functions

better where versatility in handling is allowed. You *can* teach without the *Gregg Writer*; but with it, your work is likely to be so much easier and the results you obtain so much better that you may want to consider giving it an important place in your program this year.

We invite teachers who have not previously used the *Gregg Writer* service to write us and let us send a supply of copies for testing its value in the classroom. Tell us by letter or postal card something about your class, whether you have first- or second-year students, etc., and we will advise you how the magazine service can be made to function for you. Please address your correspondence to the writer, won't you?

### Ancient "Trylon" and "Perisphere"



IF you think the Trylon and Perisphere motif of the World's Fair is of modern origin, you should see the miniature reproduction of this theme in the Chase National Bank Exhibit of Moneys, at 46 Cedar Street, New York City. As you enter the room your eyes catch a glimpse of a small exhibit entitled "The World of Yesterday." On close inspection, you find that the "Trylon" is an ancient clay due bill from Chaldea, about 2500 B.C., with cuneiform inscription on it, and that the "Perisphere" is a round specimen of stone money from ancient China.

# Wondering AND Wandering



WITH

LOUIS A. LESLIE



AS I wandered through almost twenty college and university summer sessions in July and August, many things caused me much wonder.

One of the most interesting was a fact that I had observed before but that was brought more forcibly to my attention this summer—the fact that teachers get much better results at the end of a one-year shorthand course in high school than they get at the end of the first year of a two-year course.

Many of the smaller high schools in the South and Middle West offer one-year shorthand courses. Although this is not a really satisfactory arrangement, it is sometimes the only compromise that can be made.

But, as I said, the impressive thing is that in most cases materially better results come at the end of that one year than at the end of the same amount of instruction and study in a two-year course. Of course, there are many traits of human nature that probably account for this; but, nevertheless, it is a fact that might give us pause when we contemplate the results of our first-year shorthand teaching in our two-year courses.

One young man who had returned to summer school after his first year of commercial teaching told me (and his case did not seem exceptional) that during the year he had to teach seven *different* subjects every day. In addition, he was the coach of the basketball team, and in his spare time he had charge of the school paper.

When I was incredulous, he named for me the seven subjects he taught, and his story was corroborated by a number of other teachers who had had almost as heavy a program.

How can a teacher give the pupils what they should receive if he teaches seven different subjects each day, makes seven different preparations each night, to say nothing of correcting seven sets of homework—and then has the basketball team and the school paper on his mind? It just can't be done. Something has to slip somewhere; and no matter what part is let slip, the pupils are the sufferers. Then, instead of trying to recuperate his spent energies during the summer, the young man is expected to go to summer school to work for a master's degree!

This condition may not be typical of the work of the commercial teacher, but it still occurs all too frequently; and those of us who are more fortunately situated should co-operate in every way possible to bring to an end a system that wears out the conscientious teacher and fails to provide for the pupil the education for which the community has paid.

For a few years, let's hear less of the faults of the teacher and more of the conditions that are largely accountable for those faults. We hear complaints that the teacher does not engage in sufficient research. How can he, when he hasn't even time to prepare for his next day's lessons?

We hear complaints that the teacher does not keep up with the literature in the field. How can he, when he hasn't even time to check over the pupils' homework in seven different subjects each night?

We hear complaints that the teacher is not always a perfect example of what the alert, enthusiastic young business man or woman should be. How can the teacher present an appearance of alert enthusiasm when he is exhausted from the burden of carrying a man-killing load like that?

Everywhere, during my tour last summer, teachers displayed a very lively interest in the teaching of transcription. Although the teacher is gradually becoming aware of the nature of the problem involved in the proper

teaching of transcription, there is still much reluctance on the part of the administration to co-operate by giving the teacher the necessary time in the typing room.

Because the whole idea of really *teaching* transcription is so new, there is still a great lack of information and a bountiful supply of misinformation about the best teaching procedures. There are also wholesome and refreshing differences of opinion about the proper techniques for the effective development of transcription skill.

One matter that seems to be troubling many teachers is the question of whether to allow and encourage the pupil to read his shorthand notes over before attempting to transcribe. Bearing in mind that transcription should be both accurate and *rapid*, we must realize that the transcriber who stops to read over his notes before beginning to transcribe must waste a great deal of time and therefore will not turn out so much work as the writer who can transcribe without this "preview" of the shorthand notes.

The practice is sometimes justified because an individual transcriber is able to make a better transcribing speed by reading the shorthand notes over before starting to type. This means merely that that transcriber has never learned to transcribe properly and is, therefore, handicapped when first forced to use proper transcription techniques.

The good transcriber is able to start the typewriter carriage going without any pre-reading and is able to keep the carriage moving almost continuously. If the carriage moves only intermittently, with pauses while the transcriber reads ahead in his shorthand notes, we are not getting the proper kind of transcribing.

If pupils are permitted from the beginning of transcription training to read the shorthand notes over before beginning to transcribe, or if they are permitted to read a line of shorthand, transcribe it, read another line of shorthand, and then transcribe that, they will get into the habit of transcribing in that fashion.

That habit is a difficult one to break. If you don't believe it, watch the pupils in your own advanced class. Watch the stenog-

raphers in any business office. Notice how often the typewriter carriage stops while the transcriber figures out what is coming next. Yet that same transcriber, properly trained, could have acquired the habit of reading ahead *at the same time* as he typed the words just read.

The teacher may object that this presents a difficult problem in the beginning of the teaching of transcription. Well, so does the teaching of touch typewriting present a problem at the beginning of the course of instruction. At the beginning, it would be much easier to let the pupils find the keys with their eyes. Not only would it be much easier, but the results would be better for the first few weeks or even months. But the time would come when the pupil typing by touch would pass the pupil typing by sight, and the original expenditure of time and effort would be justified.

The same is true of transcription. At the beginning, it is easier to let the pupil read his shorthand notes before beginning to transcribe—and the transcription results are better at the beginning than when the pupil is trained to read as he types. But the pupil who has been trained to keep his reading eye a few words ahead of his typing fingers, without having read the shorthand notes over before beginning to type, soon passes the pupil who must read over the notes before beginning to type and the pupil who reads for a while and types for a while.

The analogy of the teaching of touch typing is a very close one. Don't be misled because some teaching technique is easier at the beginning or gives better results at the beginning. Don't be misled because the end product is passable. Is there a way to achieve more satisfactory results? If there is a way, what is it?

In my opinion, one way to achieve a better end product in transcription is to train the beginning transcriber to transcribe his notes without the necessity of reading them over before starting to type, and also to train him to keep the carriage moving and keep his eyes on the shorthand copy. This is possible. It is being done in a few schools, and those schools are turning out good transcribers.





# How to Increase Vocabulary

MAE  
WALKER

LOOK it up in the dictionary!" is a much-abused command and often the most boring of introductions to word study. This type of learning is similar to attending a formal reception, where one passes down a line of stiffly dressed strangers and glibly repeats and speedily forgets a string of curious names, with which one has little opportunity to associate their owners' memorable quirks of personality.

The first requisite for interesting dictionary study is a personal copy of some standard dictionary for each student. The cheap, incomplete, and often out-of-date handbooks on the market are disappointing and unsatisfactory.

For a thorough study of the dictionary, the student should learn the alphabet in *a,b,c* order, because children no longer learn their letters in the primary grades. The usual extent of the student's knowledge is the first three letters and the last three. The "in-betweeners" often present handicaps, which he refuses to hurdle alone, gaining his information by such questions as, "Does *k* come before or after *l*?"

Skill in recognizing the correct meaning depends a great deal on that elusive quality called variously background, word-consciousness, word-awareness, or even culture, which is developed by reading, study, and practice. It can be increased by giving a series of sentences, asking the student to choose the correct meaning from his dictionary. An example follows:

He is not the *type* of person to *type* that kind of letter. His blood was the *type* for the anemic typist. His typewriter had pica *type*. His was the *type* of courtesy not often seen in an office.

In the olden days, our grandmothers made

lovely coverlets of salesmen's samples. Likewise, a good vocabulary has always been made up of the "samplings" of many other vocabularies.

A little observation leads students to improve their vocabularies by sampling those of teachers, classmates, speakers, ministers, and writers. The conversation of every person is watched for mistakes in the pronunciation and the use of words, or for examples of familiar words used aptly, or for new words used incorrectly.

When the members of a class realize that their teacher is interested in each individual vocabulary, they make a strong effort to improve their vocabularies through listening and reading. Devote the first five minutes of a period to the discussion of interesting samples of good and bad speech brought to class by various students. The interest sometimes becomes so great that it is hard to limit such discussions and begin regular classwork.

Encourage students to listen to local radio programs and bring to class, without assignment, lists of words mispronounced and misused. Because the general vocabulary of the average business student needs improvement, no limit should be placed on the choice of these words. The following is a sample list: *routed, fomented, restraint, melee, bravado, short-lived, just, fusillade, drouth, depravity, momentous, mischievous, guarantee.*

Representatives of various professions and

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♦ *About Mae Walker:* Degrees from East Tennessee State Teachers College and Peabody College for Teachers. Graduate study at New York University and University of Tennessee. Teacher in Knoxville, Tennessee, High School. Past president, Commercial Section, Tennessee Education Association; second vice-president, Southern Business Education Association. Has published several poems in magazines and in anthologies. Initiated a personality guidance group and a department magazine. Has made several radio broadcasts of negro spirituals.

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businesses, invited to speak to classes or to the commercial club, serve the double purpose of giving information about occupations and helping to build vocabulary. From a bonding-company secretary, the students will learn the real meanings of such words as *finance, bond, surety*; from an insurance agent, *annuity, dividend, premium*; from a bank president, *account, note, capital, liabilities, assets*; from a department-store manager, *stock, inventory, buyer*.

The teacher is not exempt from vocabulary sampling. One instructor was embarrassed to learn that she was rapidly becoming a second Major Bowes. One of her students had even counted the number of times she said "All right!" in a class hour. This bit of information was so illuminating that she made an intensive effort to vary her teaching procedure with other expressions. Another teacher was confused when she discovered that she invariably said *waylay* for *relay*!

Students become critical of their own classmates. Care must be taken, therefore, to keep criticisms from becoming too personal.

Students learn that there is no department called the *comerical*; that one does not *infer* to a dictionary; that *optical* exercises are not typed; that one does not *surmise* a talk; that one cannot buy *surmised* editions; that one cannot *attain* money; and that *n* and *d* are not blended *constants*!

In this varied-vocabulary sampling, students soon discover the truth of the saying that "in much of our talking, thinking is half-murdered."

Students learn to compare vocabularies (or their lack) among their associates. They adopt a critical attitude toward words, and they select the best ones for their own use.

Critics may say that even this road leads to the dictionary, but at least this one is bordered by attractive signboards.

## Ninth Annual Alpha Iota Convention

THE ninth annual convention of Alpha Iota, International Honorary Business Sorority, was held in Wilmington, Delaware, July 13-16, with 350 delegates in attendance. Elinor Stroud served as general chairman.

Alpha Lambda Chapter, Goldey College, Wilmington, were hostesses to the Thursday luncheon—"The Swedish Settlement." Greetings were extended by the Honorable Richard C. McMullen, Governor of Delaware; the Honorable Walter W. Bacon, Mayor of Wilmington; and W. E. Douglas, president of Goldey College.

The Friday luncheon—"Powder House Day"—with Alpha Mu and New Haven Alumnae, Stone College, New Haven, Connecticut, as hostesses was followed by a business meeting.

"Colonial Virginia" was the theme of the Friday evening dinner with Alpha Kappa, Smithdeal-Massey Business College, Richmond, Virginia, and Gamma Theta Alumnae, Norfolk, Virginia, as hostesses.

At the final business session on Saturday morning, Chicago was chosen as the meeting place for the 1940 convention.

Alpha Omega Chapter, Strayer College, Washington, D. C., and D. C. Alumnae Chapter were hostesses to the Saturday luncheon—"Hatchet and Cherry Tree".

The banquet on Saturday night—"The Town Crier"—was followed by a dance. Wilmington Alumnae, Goldey College, were hostesses. During the dance intermission Betty Aker, Chi Alpha, Angus School of Commerce, Winnipeg, Canada, was crowned Queen of the Convention.

At the Sunday morning breakfast—"Pennsylvania, Keystone of the Nation"—Rosetta Magner, Jacksonville, Illinois Alumnae, was announced as the "Ideal Secretary" by Harry W. Nock, office manager, service department of E. I. duPont de Nemours & Company.

The following awards were made by Elsie M. Fenton at the Grand Officers' Banquet Sunday afternoon: Publication contest winners—first prize to Theta, Canton Actual Business College, Canton, Ohio; second prize to Spokane Alumnae, Northwestern Business College; third prize to Kansas City Alumnae, Huff College.

Exhibit contest winners—first prize to Salt Lake City Alumnae, L. D. S. Business College; second prize to (a tie) Heading Alumnae, McCann School of Business, and Parkersburg Alumnae, Mountain State College; third prize to Wilmington Alumnae, Goldey College.

Omicron, Blair Business College, Colorado Springs, won the initiate contest. Delta Alpha, Miami-Jacobs College, Dayton, Ohio, was the winner of the pin contest.

# Preliminary Steps in Organizing A Business-Machine-Practice Project

ALBERT STERN

**L**AST month, we presented an outline for teaching a tenth-year, first-semester class in business-machine clerical practice<sup>1</sup>. Therein we described a situation in which we had a class of thirty-two students, with seventeen pieces of business equipment on which to teach these students. We planned that all the students should have an opportunity to learn the operation and use of all the types of machines in the room.

The machines were grouped according to certain classifications, and four groups of students were organized to work through a given project, each student to serve for stated periods in the various jobs in the group so as to learn the operations and business uses of the machines.

This month we are describing the preliminary steps in organizing such a business-machine project.

## *The First Week*

It is advisable to spend the first three weeks of the term in preliminary instruction.

The first week is to be devoted to an explanation of the project, which is the management and operation of the office of a retail business. In each of the four groups into which we have divided the class, there will be eight jobs. (In next month's article these jobs will be named and the duties of each explained.) Every student should understand the duties of every position.

The teacher should assign, as class work to be done by all students, data for computing, writing, and checking invoices. He should explain how records of these are kept as Customers' accounts and assign some bills to be paid and the necessary records to be completed.

Part of this preliminary instruction will be a study of the routine of a sales transaction, from the time it is received as an order, through its various stages in the office until the order has been completed, billed, paid for, and credited.

In a later article in this series, we shall present a definite procedure and outline the routine of a purchase order.

## *The Second Week*

The second week is to be devoted to demonstrations of each type of machine, with some machine practice; the students should also obtain an understanding of the kind of work to which the different machines are applied. For this purpose, some of the problems in the project can be selected.

Suggested ways of explaining the machines follow:

*Selective Adding Machine.* The two types of the selective adding machine—the Burroughs and the Victor—are so much alike that they can be taught as one.

Show that the keys are arranged in vertical rows from 1 to 9, then right to left, each row multiplied by ten. Call attention to the paper tape, and show the students how the paper is inserted.

Teach the use of the Total key, to indicate that the machine must always be cleared before beginning to list amounts, as well as to obtain the sum upon completion of the work.

Then illustrate the use of the other keys: Error, Repeat, and Subtotal. (This can be done within half an hour.) Assign two students to the two machines, with a few problems; the two students are to teach others. Instruction during two class periods will give the groups a good idea of the machines, and several students will have the opportunity to apply the machine to the work of the project later on.

<sup>1</sup>"Organizing the Equipment and Teaching Material," Albert Stern, *THE BUSINESS EDUCATION WORLD*, September, 1939, pp. 59-60.

*Ten-Key Adding Machine.* Demonstrate and use the two ten-key machines. Select, for the first grouping in organizing the project, those students who show the greatest aptitude.

*Comptometer.* Explain the Comptometer, a key-driven, non-listing machine with a selective keyboard similar to the Burroughs and Victor adding-machine keyboards. Note the dials; strike a few keys and point out the answers shown on the dials.

Explain addition. Show that, when the keys are struck, the amount is indexed on the dials and the sum is automatically accumulated on the dials.

Show that multiplication is repeated addition. The students can be taking notes during the demonstration. Show the effect of moving over on the rows of keys from right to left. Dictate to a student a few simple problems in addition and multiplication. Let this student teach a few others.

Explain the key lock and the cipher cut-off on the Comptometer.

*Burroughs Calculator.* Compare the Burroughs Calculator with the Comptometer. The latter has a key lock and a cipher cut-off; otherwise, the processes are identical. Let three students perform, on the Burroughs Calculator, problems similar to those solved on the Comptometer; repeat with one or two more groups of three students each. Three periods of such class instruction on the Comptometer and the Calculator should suffice.

*Monroe Calculator.* The Monroe Calculator is crank-driven. The keyboard is selective, as on the Burroughs and Victor adding machines and on the other makes of calculators.

Demonstrate addition, which requires a handle or motor-bar operation, as on the adding machine.

Demonstrate subtraction, which requires a reverse handle turn or operation of the minus motor-bar.

Demonstrate multiplication; note the two sets of dials at the top, one for setting up the multiplicand, the other for the product, as on the Comptometer and Calculator.

*Mimeograph.* As a preliminary to the study of the Mimeograph, it is expected that

all students in the class have had a year of typing. Otherwise, it would be advisable to postpone the teaching of this part of the project until the students have had their year of typing.

Show how to cut a stencil for the Mimeograph, and assign at least three students to stencil cutting. This may be done while others are practicing on the other machines, each student cutting several lines while the others watch.

Demonstrate the inking of the machine and the proper insertion of the stencil, and run off a number of copies.

During this week, the teacher carefully notes which students take most easily to machine work, and if possible, the particular machine in which certain students take keenest interest. These students may be asked to perform simple problems before the others, so that they can demonstrate their special ability.

Individual aptitudes can thus be determined. This is very important, because the careful teacher will assign such students to the machine work for the first assignments. The success of the project may depend upon the way the first group works through it. Careful selection in the first grouping will avoid many difficulties for the teacher. Later, when the projects are in operation and the student groups rotate, the experienced student can aid his successor until the teacher has the opportunity to give individual supervision.

### *The Third Week*

During the first day or two of the third week, some of the forms can be prepared; the students may clear up, by questions, their doubts about the project and its functioning.

The third and fourth days of this third week are devoted to filling out application forms for each of the positions, and the students are selected and grouped. The last day of this preliminary period is devoted to grouping the equipment, assigning the section of the room, drill in the duties of the various jobs, distribution of material, etc., so that the students can begin to function the following Monday, each in his assigned position.

In working a group through the project, it is not necessary that all the students stay at an assigned job the same length of time. As soon as it is seen that a student understands his job, it is advisable to have him devote a part of his time to acting as assistant to the one whom he is to succeed. In fact, the two share their jobs till they are ready to interchange jobs. In this way, there is a rotation within the group without interfering with the flow of work or of student interest.

### Three Weeks For First Assignment

Every three weeks, the group as a whole may interchange places as shown on the following chart, which is reprinted from the first article of this series (B.E.W. for September, 1939).

### MACHINE SECTIONS

Section A	Section C
1 Burroughs Calculator	1 Burroughs Calculator
1 Sundstrand Adding Machine	1 Remington Adding Machine
1 Typewriter	1 Typewriter
1 Monroe Calculator	1 Monroe Calculator
Section B	Section D
1 Burroughs Adding Machine	1 Victor Adding Machine
1 Burroughs Calculator	1 Comptometer
1 Sundstrand Adding Machine	1 Remington Adding Machine
1 Typewriter	1 Typewriter

### ROTATION SCHEDULE

Student Groups	Machine	Section	Rotation	
I	A	C	B	D
II	B	D	A	C
III	C	A	D	B
IV	D	B	C	A

## Los Angeles Asks the Employers

THE inexperienced graduate has no chance? Some companies prefer to hire inexperienced high school graduates but cannot get enough of them who are well trained in the fundamentals! That is the report of some of the businessmen whose comments are published in the Los Angeles City Schools' new booklet, "In Our Experience."

Hartford Accident and Indemnity Company, Los Angeles, actually wants inexperienced girl apprentices, but, finding them weak in spelling, business-letter composition, and punctuation, is forced to hire experienced employees. The Mortgage Guarantee Company of Los Angeles is another that prefers employees with no experience in its line.

Metro-Goldwyn-Mayer especially recommends thorough vocational guidance. Western Union asks for personality training and spelling. Postal Telegraph asks training in the "Three R's." So does the Los Angeles Times, which recommends public speaking in addition. Adohr Milk Farms want the Three R's, legible penmanship, and personality. So does the Fifth Street Store. The Southern Pacific

wants better handwriting. The Union Oil Company wants the Three R's plus personality training.

The loudest cry is "Back to fundamentals!"

The Los Angeles schools and their administrative officers are to be congratulated on the content of this booklet. Some very busy executives have been induced to tell what is wrong with the product of the public schools and how to improve it. Congratulations also to the Metropolitan Graduate School of Business of Los Angeles, whose students multigraphed the booklet. Its format is unusually attractive.

DR. RALPH B. KENNEY, formerly vocational counselor in the public schools of Albany, New York, has been appointed executive secretary of the National Vocational Guidance Association. Dr. Kenney will also serve as managing editor of *Occupations*, official publication of the Association.

Headquarters of the organization have recently been moved to 425 West 123d Street, New York City.

READ Dr. Thorpe's article on pages 95-97; enjoy it yourself, dictate it to your shorthand students, have it duplicated for an office-practice exercise, and distribute the resulting sheets to your typing students for recopying. You may be able to save some blundering youngster from years of bitterness.



# The Lamp of Experience

HARRIET P. BANKER  
EDITOR



I have but one lamp  
by which my feet are  
guided, and that is the  
lamp of experience.

—Patrick Henry.

THE pupils in our geography class are required, during each marking period, to make two maps relating to the class work. Before Christmas, however, the girls in the class may each dress a doll in the costume of some foreign country instead of making the maps for that marking period. Colored pictures from the *National Geographic Magazine* are used as models in designing the costumes.

The project, which was given a practical test, aroused enthusiastic response. In all, thirty dolls were dressed, many of them very careful and exact replicas of the national costume selected. In studying the details of the national dress, the girls learned many geographic facts.

The dolls were subsequently sent to a consolidated school in the hill country of Arkansas to bring Christmas cheer to needy children.

• • A modification of the parlor game of acrostics makes an interesting project for a class in geography. Each pupil receives a half sheet of paper. Down the left-hand side of the paper the student writes a word—such as *geography*, *machinery*, *commerce* or *products*—the letters composing the word being written one under the other. Each

sheet is then ruled into five columns, headed with such words as *lake*, *river*, *mountain*, *city*, or *country*.

The object of the game is to write in each column, opposite each letter of the word at the side of the paper, the name of a lake, river, mountain, city, or country beginning with the letter in question.

Five points are allowed for a word that no one else has used and three points if more than one pupil has used the same word. If the class is too large for all to participate, it may be divided into two teams from which five or six pupils may be selected to compete against one another.

Two points may be used for each word to facilitate scoring.

• • As a means of earning extra credits, the pupils in a class of economic geography may condense a selected chapter from one of the books on the supplementary reading list or some other suitable book not specially listed. Sometimes the pupils will prefer to condense an entire book rather than confine themselves to a single chapter.

Later, the instructor may set aside a period for the reading of the papers, which should not exceed five hundred words.

This project appeals especially to superior pupils, because it affords an opportunity for them to demonstrate their ability to use forceful and effective English and to organize material.

Incidentally, even the pupils who do not actually abstract the articles benefit from the project, because they absorb some facts when the papers are read in class.

• • A project that will help the pupils in a class in commercial law to think and to correlate factual material can be developed by an assignment that involves making up fictitious cases for the various subjects treated in the textbook. At first the pupils may not be successful; but they will improve noticeably with practice, and interest will be stimulated and their ingenuity developed.

Individual pupils may also be asked to give special reports on the phases of law in which they are especially interested.

Sometimes it is desirable to have the

pupils make comparisons between local statutes and those of other states.

As the various subjects are studied, the instructor should make a practice of finding out if the pupils have firsthand knowledge of cases like those in the text. In this way, the pupils' powers of observation and analysis are challenged, and they are taught to look for the theory back of the case and to work it out on the practical side. —*John C. Parsons and Neal Sands, High School, Kearny, New Jersey.*

### Material for Dictation

**A**N interesting suggestion on using the articles in the B.E.W. for dictation comes from Irene D. Keenan, chairman of the department of secretarial training of the Jamaica High School, Jamaica, New York. For example, Miss Keenan says that from the May and June (1939) issues she selected for dictation the following articles:

Results of a Spelling Survey  
Coal Handlers and Fingerprint Artists  
New Uses of Life Insurance  
The Two Winning Letters  
How Well Do They Spell  
The Story of Banking  
The A B C's of Office Machines.

Teachers who have long been accustomed to using the *Gregg Writer* articles for dictation will welcome this suggestion, for articles such as those Miss Keenan mentions supply not only good dictation matter but also valuable information.

### Keep a Document Folder

**S**ISTER Marie Frances, Saint Joseph's Business School, Lockport, New York, has made a helpful comment on a suggestion<sup>1</sup> that students keep specimens of their 'best work in a loose-leaf notebook.

At Saint Joseph's, Sister Marie Frances says, the students are encouraged to use a document folder in which to keep specimens of their work, the Gregg Awards they have

won, their diplomas, and other papers that may be useful in applying for a position.

The document folder, it has been her experience, is even more satisfactory than a loose-leaf notebook, because the items in the collection vary in size.

### Calculating Margins

**I** HAVE devised a simple method for calculating margins. In our school, we center the paper at 40 and use standard margins of 20 and 60 for letters that are 100 words in length, taking only the body of the letter into consideration.

For every additional 10 words, the stops are moved 1 scale point farther apart on each margin. Thus, a letter of 110 words requires margins of 19 and 61; one of 120 words, margins of 18 and 62, etc.

In order to find the number of 10's over 100 in the body of a letter, students merely cross off the left-hand figure and place a decimal point to the left of the first right-hand figure in the number denoting the number of words in a letter—between 100 and 199.

For letters containing more than 199 words, the left-hand figure is reduced by 1 and the pointing off is continued in the same way.

A little quick-answer drill is all that is needed for students to decide how many spaces to reduce the left margin and increase the right margin. The following examples are self-explanatory.

Words in Body of Letter	Computation	Number of Spaces to Change Margins	Margin-Stop Settings
110	1.0	1	19-61
125	2.5*	3	17-63
137	3.7*	4	16-64
179	7.9*	8	12-68
192	9.2	9	11-69
216	1.6*	12	8-72

When the calculation shows .5 or more, as in the items marked with an asterisk, the next higher whole number is used.—*Rose B. Neches, James Monroe High School, New York City.*

(Continued on page 138)

<sup>1</sup> Bowser, Harry, "This Thing Called Salesmanship," *THE BUSINESS EDUCATION WORLD*, May, 1939, p. 745.

## Nutmeg and Ginger

(Ninth of a Series of Shorthand and Typing Devices by Celia Ayars Priestley)

### SHORTHAND

**26** Write a word at a time on the board in shorthand. Have the girls list synonyms, in shorthand, while the boys write antonyms. In the general discussion that follows the contest, many fine shades of meaning can be brought out, and the gain in vocabulary is certain to be worth the effort. Recent studies show very high correlation between vocabulary and success in business.

**27** If you are putting on an extensive drive for vocabulary building, you may find it helpful to have your students keep notebooks in which new words are defined and illustrated in shorthand. Warn your pupils, however, against the tendency to feel that the notebook is a convenient storage place for new words to be entered and forgotten.

**28** How often during the class period do you say, "Take dictation, please," or "Mary, will you please start reading on page 23"? Do you remember that when you studied French your teacher gave all her instructions in that language? And yet, how much more are you hoping your students will make use of their new knowledge! Use shorthand whenever you possibly can. Make it a habit to turn to the blackboard and write all your instructions.

**29** Write your comments on tests and homework in shorthand. Set your students a good example by using it constantly.

### TYPEWRITING

**25** Call the names of different parts of the typewriter; pupils are to find them with their eyes shut. This practice familiarizes the typists with the names of the parts and also gives them confidence in operating their machines. Ask them to "touch the right shift key, set your machine for double spacing, touch the tabulator key," etc.

When a finger strays to the wrong part of the machine, the resulting noise warns everyone that an error has been made.

**26** Start the class on a timed test from copy. Watch the students very closely as they work. When someone looks away from his copy for an instant, call "Time." Make some light remark about the cause of the abrupt break in work, and start again. Repeat this as many times as necessary until each student watches his copy all the time.

**27** Conduct occasional contests to see who can take the ribbon off his machine in the least time. When all ribbons are off, see who will be first to replace his.

**28** While there is not a great deal of value in having students use their typewriters for picture making, it does give them some practice in spacing and in working with special characters. The making of neat covers for booklets is a logical beginning step. Encourage students to make simple objects, such as trees and rowboats, before attempting a complete original picture. Attractive typewritten pictures that can be copied often appear in current publications. Not more than one class period a semester can be spared for this type of work.

**29** At the beginning of a class period during a particularly depressing rainy spell, give the typists a short time in which to write a detailed weather report for the past two days and a forecast for today and tomorrow. Your students will settle down to their work with a will after this indirect recognition of your understanding of the difficulties under which they work when the weather is not cheerful. This is excellent personal-use typing practice—composition direct on the machine.

**30** Many teachers have doubtless used this idea before. If you have more students than machines (that repair man!) let your extra students roam about, watching the work of the other typists during the warm-up practice drill. This may straighten some postures even if it doesn't improve concentration.

# Comments by Our Readers

*A cordial invitation is extended to each of our readers to comment frankly on the articles appearing in the Business Education World*

## Teaching the Work Sheet

(April, 1939, pages 655-657)

*Comments by James T. Johnson, Head of Commerce Department, Northeast Center of Louisiana State University, and George Thomas Walker, Assistant Professor, Southwestern Louisiana Institute.*

[EDITOR'S NOTE:—Here is the case history of the lively discussion that provoked the following contributions. A comment by an anonymous practicing accountant, comptroller of a New York business firm, accompanied the original article. In the June issue, Earl Clevenger replied. Last month J. L. Briggs entered the lists and was opposed by the anonymous accountant. Messrs. Johnson and Walker, authors of the original article, now return to the fray.]

THE question of the proper objectives, content, and organization of a course in bookkeeping and accounting is always a live one, as indicated by the volume of comments on Louis A. Leslie's remarks about the bookkeeping course in the January and February (1939) issues of this magazine.

Certainly the objectives of the accounting course should be set up in view of the needs of the students, recognizing that their needs vary not only with localities but with students in the same locality and in the same school and class. Accordingly, the objectives of the course should be determined after due consideration of the needs of the majority of the prospective students. Further, in some courses emphasis should be on business record keeping; in other courses, on the recordation, summarization, and interpretation of business transactions; and *possibly* in still other courses, on personal record keeping (which we suspect, however, will prove to be a fad!).

After the objectives of a given course are determined, then the content should be decided upon so that the objectives will be accomplished. Thus, the emphasis, if any, to

be placed on the work sheet is dependent upon the objectives of the course or the student needs.

Of course the work sheet has no place in a personal-record-keeping course; but in the accounting course, as it is ordinarily presented, there is a need for the study of the work sheet. We are fully cognizant of the fact that the work sheet is a device or tool of the accountant and not of the bookkeeper who merely records transactions.

But we are also aware that we are purporting to be training boys and girls for business positions and not just a few "bookkeepers" or "transaction recorders." This is borne out by the fact that practically every business student is required to take a year or more of accounting.

The question, then, is not whether all the varying types of statements and reports prepared by these students in school will later be prepared by them in their practical work, but whether there will be a broadening of their views of their smaller tasks, making of them informed and thoughtful workers instead of routine recording clerks.

The work sheet deserves a place in the elementary course, because it affords the student an excellent means of reviewing and strengthening his knowledge of the adjusting and closing processes and of the preparation and significance of financial statements. Its value in this alone is sufficient to justify its inclusion in the elementary course.

In addition, we must remember that some of our students (even though in certain schools the number may be very small) will later, as bookkeepers and accountants, have a real need for the work sheet. No one is likely to question the value of the work sheet as a quick and convenient source of information for the preparation of financial statements.

Furthermore, many business concerns for-

mally close their books only once each year but prepare statements monthly or quarterly. Possibly this is the situation where the work sheet has its greatest utility, and we must not forget that this consideration should have some bearing on any decision to continue the work sheet in the introductory course.

Although some persons may reason that the students who will actually do bookkeeping and accounting work in later years could appropriately be taught the work sheet in the second-year accounting course, it should be remembered that practically every second-year text is written at a level that demands that the student already have a knowledge of the fundamentals of the work sheet. Then, too, common pedagogy would tell us that a student is better trained in preparing the work sheet if he has been privileged to work with it over a period of two years than if he has studied and prepared it for only one year.

Some teachers will still say that the work sheet should be excluded from the elementary course because many students will never have to prepare a work sheet in practice. Let us remember, though, that these same students may never adjust and close a set of books; yet who would say that a bookkeeping course is adequate without emphasis upon these procedures? It is impossible to introduce only topics that will be used by every student. It is even impractical to teach only those procedures that will be used immediately by the students.

For instance, many of our students will not prepare, for a number of years, if ever, Balance Sheets and Profit and Loss Statements. Yet the teaching of the preparation and significance of financial statements in the first-year course is essential. The best review device available in aiding the student in seeing the relationship of financial statements to the books of account is the work sheet.

We will admit that work sheets are over-emphasized and that oftentimes the student is required to do an unnecessary amount of work in preparing them. Particularly is this apt to be true when the work sheet is taught before or at the time the formal adjusting and closing processes are presented.

Ideally, we should recommend that the work sheet be presented near the end of the first term of eighteen weeks, or even during the first part of the second semester's work. If it is presented at this time and tied in with the adjusting and closing processes, it can be learned by the average student in two or three assignments.

A major problem is to keep from placing an unnecessary amount of emphasis on the work sheet. We believe that after the work sheet is studied, the student should be asked to prepare work sheets in only about one-half the problems and practice sets completed during the remainder of the school year. This should tend to cause a student to be as adept at adjusting and closing a set of books without a work sheet as with it.

It is our belief, then, that the work sheet is not a nuisance if it is not given undue emphasis. Furthermore, even though its preparation is often unnecessary in practice, it serves as a valuable teaching and review device and provides the student with a margin of knowledge needed for promotion to a higher position in bookkeeping or accounting.

### Commercial Contests (December, 1938, pages 325-326)

*Comments by Sister Marie Frances, S.S.M.,  
St. Joseph's Business School, Lockport, New  
York.*

RALPH MARTIN McGRATH, in his comments (May, 1939, page 779) on "Commercial Contests," asks that commercial contests be scrapped, because "the main function of the commercial department was [*sic!*] to train for the job and not for the contest."

Can commercial contests provide training for the job? I think so, if they are used correctly. I wish to emphasize the word *used*. Admitted that there is, as Mr. McGrath (*op.cit.*) and V. E. Breidenbaugh [THE BUSINESS EDUCATION WORLD, December, 1938, pages 325-326] claim, a widespread abuse in the use of contests, I do not believe it is universal. During my life, I have met many, many people, and I have invariably found them to be honest and sin-



cere. Teachers are no exception to this rule. True, many teachers and principals may have lost sight of the fact that contests are a *means to an end* and not an *end* in themselves, but does that destroy the efficacy of the contest?

Commercial teachers, like all other teachers, are training pupils for life, and life is made up of contests. The spirit of competition enters into all life's activities. Remove this fundamental incentive and the resultant output, whether it be gross words a minute or the number of pairs of shoes sold, will fall far below par.

Life is a contest from infancy to senescence. In the kindergarten, children are thrown into a contest with each other to prove certain physical, mental, or social prowess. Old men vie with each other on the golf course or in business interests. The fittest only survive.

Competition is the way of nature. It is as certain as Newton's law. First we have friendly contests in games, then in learning, followed by the great strife in earning a living. Groups of people forever challenge other groups. Nations never cease to combat each other. Since competition cannot be eliminated, it follows that we should understand how to meet it and formulate ways to control it. [*The National Contest Journal*, October, 1938, page 3.]

Mr. McGrath is right when he says it is an injustice to coach a few pupils to the detriment of the class as a whole. Why give extra time to the bright students? Anyone can teach a star; it takes an excellent, sympathetic teacher to help the slow, plodding individual, and one with an almost infinite supply of patience to lead the lazy one. But it can be done, and the slow and lazy pupils are going out into the business world to compete for a living with their more gifted classmates. Why not teach them to do it now?

Instead of condemning contests, let's get together and study ways and means to make them serve their real purpose.

We, at Saint Joseph's, have never entered the state contests; the commercial classes are too small in the high school department; the majority of our pupils follow the college-entrance course with shorthand and typing electives, and, of course, the business-school students are excluded from the contests. I hope that there will come a time when pro-

vision will be made for the postgraduates, who are specializing in business technique, to enter commercial contests.

But our business school did enter the B. E. W. Project Contest, the Annual O. G. A. Contest, and the Esterbrook Shorthand Contest; we do not feel that the time spent on these was wasted. The entire class had to compete. That, I think, takes care of Mr. McGrath's major objection. Why cannot the entire class take part in all contests? It would be a means of removing the temptation to give extra time to the brilliant pupil for "the honor of the school."

Some years ago, I taught in a school where there was a district contest in arithmetic every May. It was sponsored by the superintendent of education "to improve the standard of arithmetic throughout the district." Four pupils from each sixth grade entered the contest each year. This particular school to which I refer had 100 per cent papers year after year, and the contest was an event.

Then the sixth-grade teacher and the principal went to other fields of labor. The new principal understood the value of a contest as a "means to an end" and laid down a few rules and insisted on their observance. Each pupil must be given the same amount of instruction, and no extra time must be given to arithmetic either in or outside of school hours—it was not the only subject in the curriculum, and both the teacher and pupils needed time for recreation if they were to do their best work. But the contest *must* be won, the honor of the school *must* be maintained.

As a result, the teacher made every minute of the arithmetic period count; it became a real incentive to better teaching and very careful preparation, and it was a joy to see the poorer pupils improve. The contest certainly was a *means*, and the *end* was attained.

Another thing insisted upon was a weekly test, the standings being posted on a large chart for all to see. The pupils were told that the four students having the highest general average would be allowed to enter the contest, and the four next highest would

be the substitutes. The rule was strictly adhered to, even when, as once happened, the pupil scoring a fraction higher than her classmates was allowed to go in spite of the fact that the principal and the teacher felt they could not rely on her. Needless to say, the contest was won year after year, as long as it was continued. The whole class had improved in arithmetic and had been taught fair play in a way that was bound to remain with them throughout life.

Why cannot this idea be carried over into commercial contests? Is there not some way in which all contest rules can be made to include the entire class? V. E. Breidenbaugh [December, 1938, B. E. W.] makes a plea for "the improvement of the contest idea."

He also mentions the disappointment caused by defeat in a contest. Naturally, if there is only one first prize, twenty schools cannot win it. But is this not true in life? For every position available there are twenty applicants, and the best trained—or, as more frequently happens, the one with the best sales ability—gets the place. Our pupils should be taught to lose without becoming bitter. (Maybe it would be well to start on ourselves.)

And why *must* we win a prize? In the incident above mentioned, the principal insisted on the fact that the contest must be won. In the arithmetic contest, it was possible to have four 100 per cent papers in each school, but in most contests, there must be, as in life, winners and losers.

Why not train our pupils, and ourselves, to realize that the success of an undertaking should not be measured in dollars and cents or by a silver cup? If my class attains a speed average in typing of 50 words a minute, and your class, a speed of 60 words, you win the prize; but does that take from my class? I do not think so, if that rate of proficiency is the result of planned teaching and carefully supervised practice during the period allotted to typing, and if the *entire* class participates.

I hope contests will never be scrapped, but that those in a position to do so will work for an "improvement of the contest idea."



#### LETTERS TO AUTHORS

**D**EAR MR. HARAP:

May I congratulate you on the fair, objective analysis of our recent historical conference. [The three-day consumer-education conference held at Stephens College, Columbia, Missouri, in April, 1939, reported by Dr. Henry Harap in the *BUSINESS EDUCATION WORLD* for May, 1939.—EDITOR.]

As I have indicated in the current *Newsletter*, it is the very best report I have seen.—*Harriet R. Howe, in charge of consumer education, American Home Economics Association, Washington, D. C.*

**D**EAR MR. FINCH:

Each year the commercial department is responsible for an assembly for the entire school. We read your sketch, "Yesterday and Today," and decided that it would fill the bill very nicely. It did.

The students immensely enjoyed presenting it, and the faculty and student body were very generous in their praise of it. So many inquired as to where we got *our idea* that we decided to pass the commendation on to the author.

Here's hoping you have the time and inspiration for another sketch so that when 1940 rolls around and we begin to worry and wonder, we will find the answer in the *BUSINESS EDUCATION WORLD* as we did in 1939.—*Anne Grissel, Roosevelt Senior High School, Cedar Rapids, Iowa.*

[EDITOR'S NOTE—"Yesterday and Today" is the title of a humorous and dramatic short play, written by Robert E. Finch, and published in the *BUSINESS EDUCATION WORLD* in November, 1938.]

# Grading Scales For Typewriting Tests

HOWARD Z. STEWART

*Assistant Professor, College of Business Administration,  
Butler University, Indianapolis, Indiana*

EDITOR'S NOTE—The B.E.W. is pleased to present to its readers the second of a series of practical grading scales for typewriting tests developed and used by Mr. Stewart. These scales are copyrighted by Mr. Stewart and published in book form by The Garrard Press, Champaign, Illinois, with whose permission they are reprinted. No. 1 of this series, together with full directions for using the grading scales, appeared in the September, 1939, B.E.W. An interesting review of Mr. Stewart's book will be found in this issue's "Your Professional Reading" department.

## FORTIETH WEEK — 15 MINUTE TEST

STROKES	ERRORS											
	0	1	2	3	4	5	6	7	8	9	10	11
4950-5084												59--95/
4875-4949											59-100/	58--94/
4800-4874											58--99/	57--93/
4725-4799											57--98/	56--93/
4650-4724										57-100/	56--98/	55--92/
4575-4649										56--99/	55--97/	54--91/
4500-4574									55-100/	55--98/	54--96/	53--91/
4425-4499									54--99/	54--98/	53--96/	52--90/
4350-4424								54-100/	53--98/	53--97/	52--95/	51--89/
4275-4349								53--99/	52--98/	52--96/	51--94/	50--89/
4200-4274								52--99/	51--97/	51--96/	50--94/	49--88/
4125-4199							52-100/	51--98/	50--96/	50--95/	49--92/	48--87/
4050-4124						51-100/	51--99/	50--97/	49--96/	49--94/	48--92/	47--87/
3975-4049						50--99/	50--98/	49--97/	48--95/	48--94/	47--92/	46--85/
3900-3974					50-100/	49--99/	49--98/	48--96/	47--94/	47--93/	46--90/	45--84/
3825-3899					49--99/	48--98/	48--97/	47--95/	46--93/	46--92/	45--89/	44--85/
3750-3824				49-100/	48--99/	47--97/	47--96/	46--94/	45--92/	45--90/	44--98/	43--81/
3675-3749			48-100/	48--99/	47--98/	46--96/	46--95/	45--93/	44--90/	44--89/	43--86/	42--80/
3600-3674			47--99/	47--98/	46--97/	45--95/	45--94/	44--91/	43--89/	43--98/	42--85/	41--79/
3525-3599		47-100/	46--98/	46--97/	45--95/	44--93/	44--92/	43--90/	42--88/	42--86/	41--84/	40--77/
3450-3524	47-100/	46--98/	45--97/	45--96/	44--94/	43--92/	43--91/	42--89/	41--87/	41--85/	40--82/	39--76/
3375-3449	46--98/	45--97/	44--95/	44--94/	43--93/	42--91/	42--90/	41--87/	40--85/	40--84/	39--81/	38--75/
3300-3374	45--97/	44--96/	43--94/	43--93/	42--91/	41--89/	41--88/	40--86/	39--84/	39--82/	38--80/	37--74/
3225-3299	44--96/	43--94/	42--93/	42--92/	41--90/	40--88/	40--87/	39--85/	38--82/	38--81/	37--79/	36--73/
3150-3224	43--95/	42--93/	41--91/	41--91/	40--89/	39--87/	39--86/	38--83/	37--82/	37--80/	36--78/	35--72/
3075-3149	42--93/	41--92/	40--90/	40--89/	39--87/	38--85/	38--84/	37--83/	36--81/	36--80/	35--77/	34--71/
3000-3074	41--92/	40--90/	39--89/	39--88/	38--86/	37--85/	37--84/	36--82/	35--80/	35--78/	34--76/	33--70/
2925-2999	40--91/	39--89/	38--87/	38--87/	37--85/	36--84/	36--83/	35--81/	34--79/	34--78/	33--75/	32--69/
2850-2924	39--89/	38--88/	37--87/	37--86/	36--85/	35--83/	35--82/	34--79/	33--78/	33--76/	32--68/	
2775-2849	38--88/	37--87/	36--86/	36--85/	35--83/	34--81/	34--80/	33--78/	32--68/			
2700-2774	37--87/	36--86/	35--85/	35--84/	34--82/	33--81/	33--80/	32--69/				
2625-2699	36--87/	35--85/	34--83/	34--83/	33--81/	32--71/						
2550-2624	35--85/	34--84/	33--83/	33--82/	32--71/							
2475-2549	34--84/	33--83/	32--73/									
2400-2474	33--83/	32--73/										
2325-2399	32--73/											
	0	1	2	3	4	5	6	7	8	9	10	11

# Tests on Business Forms

V. E. BREIDENBAUGH and MILTON BRIGGS

## No. 2—The Bank Deposit Slip

**EDITOR'S NOTE**—This is the second of a series of ten practical tests by V. E. Breidenbaugh, assistant professor of commerce, State Teachers College, Terre Haute, Indiana, and Milton Briggs, bookkeeping instructor, Senior High School, New Bedford, Massachusetts. Mr. Briggs also is director of the bookkeeping division of the B.E.W. Department of Awards. These tests are designed to emphasize the fact that the business paper is the foundation for most bookkeeping entries, to bring the student face to face with *real* business papers, and to lead him to reason regarding the significance of these papers. We suggest that the business forms shown here be reproduced on the blackboard by the teacher or by a student. Permission is granted to duplicate the tests for free distribution to students.

**DEPOSITED IN**  
**THE MERCHANTS NATIONAL BANK**  
CHERRY VALLEY, MASS.

*The American Supply Co.*  
*October 2 1939*

ALL ITEMS ARE CREDITED SUBJECT TO FINAL PAYMENT  
THIS BANK WILL USE DUE DILIGENCE IN THE SELECTION OF ITS COLLECTING AGENTS, BUT  
WILL NOT BE LIABLE IN CASE OF THEIR FAILURE OR NEGLIGENCE OR FOR THE LOSS OF ITEMS  
IN THE MAILS. — THE RIGHT IS RESERVED TO SEND CHECKS DIRECT TO THE INSTITUTION IN  
WHICH THEY ARE DRAWN, WITHOUT PREJUDICE TO THE BANK.

WHEN DEPOSITING CHECKS ON CHERRY VALLEY WRITE NAME OF BANK ONLY.  
ON FOREIGN OR OUT-OF-TOWN CHECKS, NAME OF THE PLACE.  
ENDORSE ALL CHECKS, PLEASE LIST EACH CHECK SEPARATELY.

	DOLLARS	CENTS
BILLS	67	—
SPECIE	13	84
CHECKS		
<i>First National Bank</i>	9	42
<i>Centredale, R. I.</i>	16	03
<i>Westport, Mass.</i>	3	57
<i>Marion, Mass.</i>	8	90
<i>Fairhaven, N. H.</i>	11	14
<i>Bangor, Maine</i>	24	95

FORM D

**Directions to Students:** Examine the business form accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth seven points. (For the convenience of teachers, the keys appear here in italics.)

### The Test

- Form D is a *deposit slip*.
- These forms are supplied without charge by *banks*.
- The person who places money in a bank is called a *depositor*.
- Money paid for the use of money placed in a bank is called *interest*.
- Before a check can be placed in a bank, or transferred to another person, the check must be *indorsed*.
- When a bank has paid cash for a check, the check is said to be *cancelled*.
- The total amount to be shown on Form D is \$154.85.
- Pennies, nickels, and silver coins should be recorded on Form D beside the word *specie*.
- The date on which Form D was prepared was *October 2, 1939*.
- Form D was presented at The Merchants National Bank by a representative of *The American Supply Company*.
- The bank clerk or teller entered the amount of this deposit in a *bank book or passbook*.
- When a deposit is made in a checking account, the amount of the deposit should be entered on the checkbook *stub*.
- The amount of money on hand in a bank account at any time is called a *balance*.
- When money is received by any business, the bookkeeper should debit the *cash* account.

# Some Questions and Answers About the Teaching of Retailing<sup>1</sup>

*Miss Lillian Friedman, instructor,  
Research Bureau for Retail Training,  
Pittsburgh.*

I WANT to answer definitely "No" to the question, "Should salesmanship and a selling career be the only objectives of retail training?"

I feel that students should be prepared for careers in retailing, rather than for careers in selling. That presupposes that people are being trained not for department stores, but for the hot-dog stands that have been mentioned, and for the small stores and for grocery stores, as well as for the dry-goods stores.

Students should realize that the non-selling departments account for more than half, and in some instances as much as two-thirds, of the personnel and jobs in the average store. Students should realize that there are many worth-while opportunities that have promotional possibilities in the nonselling division, for which the high school graduate can qualify after a reasonable period of job experience.

If the high school concentrates on selling as the only desirable goal, students will tend to pass up jobs in the nonselling departments, such as wrapping, packing, mailing, and receiving, except possibly as apprentice jobs, while they are waiting to grow old enough in the stores that have an age requirement for a selling job.

It is true that promotional opportunities are not perhaps quite so frequent in nonselling departments; but it is also true that there isn't as much, or perhaps as keen, competition in these departments as there is in the merchandising field, to which the person starting in selling is likely to look for promotion.

The fact that there is a possibility of promotional jobs in the nonselling field de-

serves particular consideration, because the high school graduate in retailing, particularly in merchandising, must compete with the college graduate. Those of you in stores realize that the competition by college graduates for the merchandising jobs is much keener than the competition in the nonselling field.

All the courses in the average retail-training curriculum, with the exception of salesmanship, are applicable to selling or nonselling jobs, provided they are presented as basic training for store work, rather than preparation for selling. For example, textiles is good training for complaint tracer, desk clerk, and supervisor, as well as for the sales person.

I believe that the schools can offer broader opportunities in retailing to their students if they put greater emphasis on possibilities for careers in nonselling activities in the stores.

When we consider that the schools are training for all types of retailing, in small and large stores, it is well that we should not lose sight of the fact that a broad training in store operation is essential to the students, and that at least a few will be managers and perhaps owners of their own small stores some day. Consequently, the training in the nonselling field will equip them much better for their jobs in a small store.

*James L. Fri, Secretary of the National  
Association of Toy Manufacturers,  
New York.*

THE aim of the retailing course is to give the student an understanding and an appreciation of the function, operation, and problems of the retailer.

To assist him in getting a job and to make him a more intelligent employee if he decides to go into a retail store.

To make him a more intelligent customer.

To give him a better understanding of business, the capitalistic system, the issues involved in various types of legislation, consumer movements, etc.

<sup>1</sup> Excerpts from talks given at the First Annual Joint Conference of Retailers and Retail Teachers, New York City, January, 1939.



It is an opportunity and a responsibility of the teacher and the school system to present a very practical picture of the business of retailing—the functions performed, the costs entailed, the customer's relationship to these costs, and her responsibility in decreasing wastes in retailing.

If the student "sees" retailing as a service and acquires a sympathetic attitude toward the problems of the merchant, he will be a better employee and a better customer. All students are and will continue to be customers, whereas only a small percentage probably will be employees or merchants.

The general sequence of treatment should follow the natural job of retailing:

The job or function of retailing—its place in the general business picture as the last step in marketing.

The importance of retailing—number of stores; volume of business; number of employees, etc.

The types of stores, as to nature of goods carried; functions performed, etc.

The processes or steps in retailing and how and why the store is organized as it is.

Processes in logical sequence: planning, buying, receiving, pricing, display, advertising, selling service, accounting, and control and management.

A brief description of the whole retailing process should be given first; then each of the processes can be studied in detail. In this way, the student is less likely to be "lost" in one section of the store and fail to see its relation to the other divisions.

One of the aims of the course should be to give the student an appreciation of the problems of management so that he will be a more sympathetic employee. Satisfactory employer-employee relations result from a knowledge of the mutual problems. This subject need not be a specific section of the course but should have the proper emphasis in the treatment of all subjects.

J. H. KUTSCHER, formerly secretary of J. Oberlin School of Commerce, Oberlin, Ohio, has accepted the presidency of that institution, succeeding J. T. Henderson, who died in August.



J. H. KUTSCHER

E. E. Etoll, former field secretary, is now vice-president and treasurer, and R. R. Barr has become secretary.

President Kutscher is a graduate of the Oberlin School of Commerce, the Bowling Green (Kentucky) Business University, and the University of Pittsburgh. He formerly taught in the Schenley High School, Pittsburgh; the Spencerian College, Cleveland; and the Marietta (Ohio) School of Commerce, and has had much office and banking experience. He has been in charge of the education program at the Oberlin school for about ten years.

Mr. Kutscher is a past president of the private schools section of the N.C.T.F. and is vice-president of the Ohio Business Schools Association.

Oberlin School of Commerce admits only high school graduates, and 97 per cent of its students enter in September.

A REMARKABLE record of growth is reported by the State Teachers College, Bloomsburg, Pennsylvania. The enrollment of the department of business education has increased from less than fifty, in 1930, to more than 300 at present. Freshman enrollment is limited to 120 students.

The faculty has increased from two teachers to seven, with many members of the general faculty offering other courses to business students. Thirteen co-operating teachers in six high schools provide actual student teaching.

The department reports that 92 per cent of its graduates have found employment in teaching or business.

The curriculum has recently been revised to provide for specialization in some or certification in all commercial subjects.

Harvey A. Andruss, one of the country's leading business educators, and well known to B.E.W. readers as a contributor to this magazine, is Dean of Instruction at Bloomsburg, and William C. Forney is director of the department of business education.

PROFESSOR COLEMAN GULLEY, of the state auditor's office, Austin, Texas, has accepted the headship of the business education department of Western Carolina Teachers College, Cullowhee, North Carolina, succeeding Dr. David H. McKinney.

Dr. McKinney has accepted a position on the faculty of the Western Kentucky State Teachers College, Bowling Green.



# What Do You Know About Business Law ?

K. ROBERT ROSENBERG, Ed.D., C.P.A.

EDITOR'S NOTE—A subject that has not as yet attained its full stature, consistent with its importance as a cultural study, is so-called "Business Law." A title more descriptive of the contents of this course as it is usually taught in the high schools and schools of business would be "Law for Everyone" or "Law in Everyday Living."

Because of the cultural, practical, and immediate-use value of law, it should be a required subject in the program of study of every student irrespective of the curriculum followed. Every adult who has not been privileged to study the subject at some time in his school career should include in his recreational activities a study of law, because of its interest and value and its far-reaching implications in every person's life.

**I**N an attempt to show how pathetically inadequate is the knowledge of business law even among commercial instructors (not teachers of commercial law), we asked more than three hundred commercial teachers and businessmen to answer the following questions and those which will appear in the next three installments.

Why not test your own knowledge of the law we live with by answering the following questions? The average number answered correctly by those tested was fifteen out of each group of twenty-five submitted. The correct answers will be found on page 148.

## Do You Know?

1. Can the rules established by a school for the conduct of its students correctly be termed "laws"?
2. Can a person under twenty-one years of age ever be held criminally liable for his wrongdoings?
3. Does the Golden Rule permit a young man or a young woman under the legal age

of responsibility to evade the performance of an agreement when the bargain was fair?

4. Is the state's constitution the source of the highest law in any state?

5. Can property owned outright by an individual ever be taken away from him for a fair price if he refuses to sell it?

6. Is every valid contract enforceable at law?

7. Can you sue on an oral contract?

8. Should every important business contract be under seal?

9. Must every contract result from an agreement?

10. Does the breaking of an agreement always entitle the injured party to damages?

11. Can a minor get back the money he paid for a bicycle if it is stolen from him?

12. Is an insane person liable for food and clothing furnished him?

13. Can a person under twenty-one years of age make a valid contract?

14. Must the parent of a fifteen-year-old boy, who broke a store window, pay for a new window?

15. Is a husband liable for necessities purchased by a wife for herself?

16. Is a check bearing a Sunday date valid?

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♦ *About Dr. Rosenberg:* Holds the degrees of B.C.S., M.C.S., B. S. in Ed., A.M., C.P.A., and Ed.D. Principal of Public School No. 34, Jersey City, New Jersey. Taught bookkeeping and related business subjects in the Newark and Jersey City day and evening high schools for several years, and teaches methods courses during summer sessions at Gregg College, Chicago. Specialist in business mathematics. Has contributed many articles and tests to the B.E.W., is the author of a service booklet of mathematics tests, and has written several texts.

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17. Can a dentist, who is required by statute to obtain a license, recover for services satisfactorily performed by him without such a license?

18. Does a legally endorsable contract result from an agreement entered into on a weekday, to be performed on Sunday?

19. Can a gambling debt, already paid, ever be recovered by the loser?

20. Are insurance contracts considered as wagering agreements?

21. Does an offer made in jest, but accepted in good faith by the offeree, result in a valid contract?

22. Is an advertisement in a newspaper usually regarded as an offer, so that its acceptance results in an enforceable contract?

23. If a person returns a lost article without knowing that a reward has been offered

for its return, can he recover the reward?

24. Does an offer, accepted by mail as requested by the offeror but never received by him, result in a valid contract?

25. Does a promise to hold an offer open a definite period of time prevent the offeror from withdrawing the offer before the expiration of that time?

### Answers to "What Do You Know About Business Law?"

- |         |          |          |
|---------|----------|----------|
| 1. Yes. | 9. Yes.  | 18. No.  |
| 2. Yes. | 10. No.  | 19. Yes. |
| 3. No.  | 11. Yes. | 20. No.  |
| 4. No.  | 12. Yes. | 21. No.  |
| 5. Yes. | 13. Yes. | 22. No.  |
| 6. Yes. | 14. Yes. | 23. No.  |
| 7. Yes. | 15. Yes. | 24. Yes. |
| 8. Yes. | 16. Yes. | 25. No.  |
|         | 17. No.  |          |

## Plans for Federation Convention

AT the August meeting of the executive board of the National Commercial Teachers Federation, plans were made for the convention to be held in Pittsburgh on December 27-30, 1939. Ivan E. Chapman, president, is responsible for the preparation of the program. Some of the sectional chairmen have already completed their programs. Rapid strides have been made in completing the general program.

The convention opens officially at 9 p.m. on Wednesday, December 27, with a reception and a dance. The first general meeting is scheduled for Thursday morning. Details of the program will be released in all magazines on November 1.

James E. Gheen, a nationally famous speaker, has been signed for one of the general programs. He is both inspirational and humorous. His talks are full of genuine philosophy, and are presented in a very entertaining manner.

The general convention theme of the 1939 program is "Business Education Essentials." The departmental and the sectional programs are being constructed around this central theme.

The local committee in Pittsburgh, under

the chairmanship of Dr. E. G. Miller, has been working for some time in taking care of every detail that will make the convention worth while to those who go to Pittsburgh. Commercial teachers in Pittsburgh and vicinity promise an attendance of at least 600 from that area. Members of the Federation in California are already planning to charter a special Pullman car. It is suggested that members in all far-away states consider plans for special cars to take them to Pittsburgh.

W. D. Wigent, membership director, has launched his membership campaign. The first vice-president, J. Evan Armstrong, of Armstrong College, Berkeley, California, has already reported that during the summer term in his school he and his faculty were responsible for obtaining 62 new members.

Membership in the Federation costs only \$2 a year. For this amount, members receive five issues of the *Business Education Digest* and a yearbook, *The National Business Education Outlook*. Any teacher interested in joining the Federation may send a check for \$2 to the secretary, J. Murray Hill, Bowling Green Business University, Bowling Green, Kentucky.

## Commercial Education on the Air

DOROTHY M. JOHNSON

**D**O *you* use radio to publicize the commercial department of your school? Why not?

Perhaps because you have no school broadcasting station; or because your school is small and you do not feel that you can interest large radio stations; or because you don't happen to know how to go about arranging a program; or because you wonder what material would be suitable. There are always reasons, once you start looking for them.

But think of these factors: If your school as a whole is not giving a series of programs, your commercial-department broadcast will stand unique instead of being one of many. Uniqueness is sometimes a virtue. Your single broadcast, when (not *if*) you make it, will make a definite impression.

Don't hesitate to use radio just because your school is small and some radio stations are mighty. Let our large associations work through the great networks, as did the National Education Association in the "Our American Schools" series that proved so popular last year. But there are hundreds of small stations, easily approachable. Your suggestions for programs will certainly receive the most courteous attention. Radio is too new and too lively an institution to be afflicted with hardening of the arteries; the men in it are wide awake and eager for new ideas. Remember, too, that listeners to a local program are likely to have a personal interest in the performers, the source, and the material.

Do you hesitate to undertake a broadcast because you have never participated in one before? The lack of training *is* a handicap, but it is a very common one. Most teachers have an even start, so you are no worse off than your friends. There are ways to learn.

Incidentally, this recommendation came to me from Harold A. Engel, of Station WHA, Madison, Wisconsin, in a recent letter:

In the second paragraph of your letter you touch upon the weak spot in school broadcasting: the lack of training and experience on the part of teachers which would enable them to stage broadcasts effectively. *I believe that every institution should include in its methods courses several units on the utilization of radio.*

(The italics are mine.) Mr. Engel's association with "America's first educational station" lends weight to his words.

Just why should the commercial department sponsor radio programs? Some programs are truly educational—for instance, those that tell the members of the radio audience how to solve their personal business problems. In this connection, we hope to publish, in a later issue, excerpts from an actual script entitled "Legal Aspects Affecting the Home," by Charles Apel, of Nebraska State Teachers College. If you know of other good work of this kind that is being done, please tell us about it.

Such broadcasts serve the double purpose of informing listeners and of publicizing the school as an important factor in community affairs.

A public school commercial department can partially fulfill its obligation to the community through the use of radio. The public school is often a target for criticism from taxpayers; and the commercial department, which requires expensive equipment, is by no means neglected when the shooting begins. Why not tell the questioning parents, through the voices of their own children—your students—just what the department is accomplishing?

But don't stop there. Use radio to publicize the skills of your graduating students, so that local businessmen will naturally turn to you when they need to hire office help.

Don't stop there, either. Use the program preparation itself as an important, actual project to employ the talents of your pupils. Those with dramatic or debate interests may go before the microphone. The business-

correspondence class can take care of writing letters before and after the broadcast. Representatives from the class in salesmanship can be appointed to do the footwork (between school and radio-station manager) that salesmen like to call "contacting the prospect." Students of journalism or advertising can prepare the advance publicity and later news releases. Students of typing or secretarial practice can duplicate the material and address envelopes. Everyone helps—everyone acquires real business experience.

And the actual writing or adapting of the script? Even in that you may not have to do all the work. For have you not, somewhere in the department, a few budding writers? They are untrained, of course; they have inspirations but they need guidance.

At the risk of incurring the wrath of teachers of academic English (I almost became one), I suggest that a young student who yearns to write can profit greatly by courses in salesmanship and business correspondence, through which he learns to foresee and to gauge the effect of his utterances on others. With some trepidation, I invite persons who do not agree with this opinion to write and tell me so.

Until someone shakes my conviction, I shall maintain that an aspiring young writer will profit more by helping with the preparation of a broadcast intended to sell the work of the commercial department to the neighbors than he will from grinding out a theme on "How I Spent My Vacation" or "My Visit to the World's Fair." He will enjoy it more, too, and is there any harm in that?

There is a wealth of material available to help you with the technical details of arranging a broadcast. See the partial list at the end of this article.

You wonder what content would be suitable for a broadcast? We admit that available material on *commercial* education seems to be rare, although you may find something you would like to use in the Educational Radio Script Exchange Catalogue, mentioned in the bibliography at the end of this article.

In addition to prepared material, original material is available in the form of actual

scripts that have been presented and then sent to the BUSINESS EDUCATION WORLD. Excerpts from such scripts will be published in this department from time to time. You are welcome to use them as a foundation for your own planning.

Remember that many plays can be adapted for radio presentation. If your commercial club puts on a play, why not invite someone from your local radio station to attend as a critic and adviser? He can tell you whether the play could be adapted to radio.

In this connection, a book entitled *How to Write for Radio*, described in the book-review department in this issue of the BUSINESS EDUCATION WORLD, will help you.

If *you* have sponsored radio broadcasts dealing with commercial education or the work of the commercial department, won't you send us your scripts?

Now it's your turn. If you will look back over the foregoing paragraphs, you will observe that we have invited commercial-education scripts, news, suggestions, information, and even arguments. Your letters will be welcomed.

### *Recommended Literature*

For the following *free* bulletins, write direct to the United States Department of the Interior, Office of Education, Washington, D. C.

*Radio Manual.* Suggestions to school and non-professional groups for the production of educational radio programs. Suggestions for planning your producing organization and for contacting the local station manager; complete instructions for choosing your cast, rehearsing, and presenting the program. This bulletin is indispensable.

*Radio Glossary.* A workbook of terms used in the production of radio programs.

*Handbook of Sound Effects.* Small local radio stations cannot supply recorded sound effects, but this handbook suggests methods of simulating commonly required effects with equipment easily obtainable.

*Educational Radio Script Exchange Catalogue.* Hundreds of scripts are available without charge. A few of the subjects are Vocational Guidance (10 scripts in the series), Stories of American Industry (24 scripts in the series), Social Science in Songs (5 scripts in the series), Know Your Schools (adaptable to your own school and community—one script), and Parade of American Education (one script).





# Consumer Education News

**RAY G. PRICE**



IN the summer issue of *Harvard Business Review*, H. R. Tosdal discusses some of the new consumer books.

Under "General Treatises," the following books are described: *The Consumer and the Economic Order*, by Professors Waite and Cassady; *Income and Consumption*, Vaile and Canoyer; Reid's *Consumers and the Market*; and *The Consumer-Buyer and the Market*, Coles.

The new edition of *Food Buying and Our Market*, by Monroe, Kyrk, and Stone, heads a group under the classification, "Education of the Consumer," and is followed by *When You Buy*, by Trilling, Eberhart, and Nicholas; *Consumer Goods—How to Know and Use Them*, by Reich and Siegler; and *The Consumer Investigates*, by Zu Tavern and Bullock.

All the books just listed are textbooks for college and high school courses.

For the general consumer-reader, two books were described by Tosdal: *Kay Austin, What Do You Want for \$1.98?* and *Behind the Label*, by Margaret Dana.

Tosdal makes the following general comment regarding the consumer literature:

When one attempts an over-all appraisal, he is struck by the general fairness and soberness of most of these volumes. They criticize business, it is true, but much of that criticism is directed at abuses. The desire to make consumers more

intelligent is commendable; its accomplishment would be a boon to business. But the task is an enormous one; and the time required for making the great majority of consumers into intelligent buyers is to be measured in decades, not in years.

## National Survey

A national survey of consumer education is being conducted by the Consumers' Counsel Division, A. A. A., in co-operation with the U. S. Office of Education. The survey will cover four areas of consumer education—elementary schools, secondary schools, colleges and universities, and adult groups.

Teachers of consumer-education classes who have not already done so are urged to send in information about their work to Consumers' Counsel Division, A. A. A., Washington, D. C.

## The Size-and-Price Puzzle

Recently the members of the Temporary National Economic Committee, a congressional committee investigating our economic machinery, had their eyes opened to an economic consumer problem.

Into the Senate Office Building walked a representative housewife with eighteen cans and three bottles of tomato juice, all purchased at one store in Washington. The consumer representative spread these twenty-one containers out on a table and proceeded to inform the committee of just what this represented.

Tomato juice at this one store sold at twenty-one different prices. In no two containers could one find the combination of size, net weight, and price identical.

One of the pertinent questions put to committee members was "What is the difference in cost per ounce of 10½ ounces at 2 for 9 cents and 12½ ounces at 3 for 25 cents?"

There are really forty-four different can sizes in use for tomato juice, according to the Division of Simplified Practice. When you consider the various can sizes used for pork and beans, sardines, pineapple, and all the other canned goods, perhaps you will not be surprised to know that there are at least 155 different can sizes.

The August, 1939, edition of *Consumers' Guide* tells of a plan to simplify and stand-

ardize the sizes of canned-goods containers.

The question raised last year by the American Standards Association—"Who will certify the certifiers?"—is up again.

The Federal Trade Commission has complained about the use of *Good Housekeeping Magazine's* Seal of Approval. The F.T.C. contends that the purchasing public is misled into the belief that all products bearing any *Good Housekeeping* label have been scientifically tested by the magazine.

*Good Housekeeping* will undoubtedly persist in continuing its advertising policy because the magazine has been carrying approximately twice as much advertising as some of its competitors. No doubt the Seal of Approval and its implied guarantee of all advertising printed in *Good Housekeep-*

*ing* have been largely responsible for this leadership.

### What Do You Think?

Bernard De Voto, of "Easy Chair" fame, raises a question in the July *Harper's* about the criticism of manufactured goods that aren't what they claim to be. "Why, if novelists and playwrights must take criticism of their products in the public interest, should manufacturers and merchants be immune?"

The entire article consists of a well-pointed and justified criticism of some of our present-day household articles, including utensils and food. If you don't think Mr. De Voto's criticisms are justified, check up with a few housewives.

## He Bought a Typewriter!

A WORRIED wife, Martha Freeman Esmond, of Chicago, wrote a letter to her friend, Julia Boyd, of New York, on June 7, 1882. The following excerpt from that letter is reprinted from the *Chicago Tribune*.]

Will continues to feel rather miserable but went downtown today. I think he is better, but I don't like his color and I did want him to stay at home for another day or two. He insisted on going to his office, however, as a new device was to be installed, a typewriter, and he felt he must be there to see if it is satisfactory. I hope he will like it, I am sure, as it is costing him enough. He is paying \$125 for it. Then, of course, there must be a special person to operate it. I wonder if it isn't just a fad.

I saw one of the machines at the Philadelphia exposition, I recall, but at that time, six years ago, most people thought it wouldn't prove practical. One great objection to that one was that it wrote only capital letters. Will says this one is much improved over the one we saw at the Philadelphia exposition and that it will write forty-two words a minute.

I don't know that I believe in this new invention, for it means that women in numbers will go into office work, and in spite of my club activities I still believe that woman's sphere is the home. Will has always had a man in his office who writes rapidly and legibly, and he is to keep the man on, though he doesn't know how to operate the typewriter. Will says he is too old to learn and will just have to putter around the office.

Will was one of the first to install a telephone in his office, and now he is one of the

few to have a typewriter. He says his judgment has been vindicated about the telephone, and he predicts that all his friends will soon be having their business letters typed, too. Not everyone likes receiving typed letters. I heard of one man, a Philadelphia lawyer, who sent such a letter to a country client with dire results. The client returned it indignantly, and at the bottom the words were scribbled: "You don't need to print no letters for me. I kin read writin'."

EDWIN A. SWANSON has accepted appointment to head the department of commerce of Arizona State Teachers College, Tempe, and has resigned his instructorship in Fullerton (California) Junior College.

Mr. Swanson holds degrees from Nebraska State Teachers College, Kearney, and the University of Southern California. In the latter institution, he has served as visiting instructor in charge of graduate professional courses in commercial teacher training and as summer-session instructor. In addition to his teaching experience in colleges, he has taught in secondary and elementary schools. He has also had varied business experience and is active in professional educational organizations.



## Do Teachers Try The Same Problems They Give Their Pupils?

ORA V. HARNESS

*Commercial Instructor, High School, Peotone, Illinois*

IS there not a danger of losing our sense of proportion in assignments if we do not work out the same problems we set up for our pupils? Otherwise, perhaps we shall fail to appreciate all the elements of the work we so blithely assign.

Have we given our pupils a typing task and wondered why they did not finish sooner or do it better? Let's try typing the same exercise. Perhaps we find our fingers unaccountably less nimble than usual. Or we decide on an arrangement of material, only to find a better setup on the second trial.

If we type a timed test with our pupils, do we always remember to follow the same instructions? We may have felt like scolding the pupils for forgetting such directions as: "We always write our timed tests with double spacing. Be sure your line spacer is set on 2." A little participation in class activity by the teacher will usually reveal that we are not infallible, either.

Pupils seem to enjoy having the teacher work with them. Without doubt, we have all graded typing papers, only to discover unfound errors. Since I am critical in grading, so are my students in appraising my work.

We should not hesitate to let them see what we do; perhaps we and the class will get a bit of fun out of it, and perhaps the teacher will show that "it can be done."

I remark, sometimes, that I have done everything they are doing and know just what efforts they put forth. So far, no pupil has attained the speed I have attained on timed tests, so they have a local goal, at least.

Setting up letters requires practice. Enough of this, in addition to a thorough remembrance of a placement chart, will enable the teacher to finish well ahead of pupils, again furnishing a standard for them.

How well can we do in shorthand with no key to guide us? Do we invariably write

the correct outline? Take turns with pupils in dictating. If you are not sure of an outline, ask the class. They will enjoy immensely the opportunity to set the teacher on the right path. I think I sense a spirit of co-operation of an even higher type after we have thus worked together. Shorthand pupils usually see more teacher work than typing pupils, because of continual demonstration on the blackboard. Blackboard demonstration, however, is a little different from the sustained writing that dictated material demands. It is good practice for the teacher to exchange roles with pupils, and the exchange may prove an incentive for both.

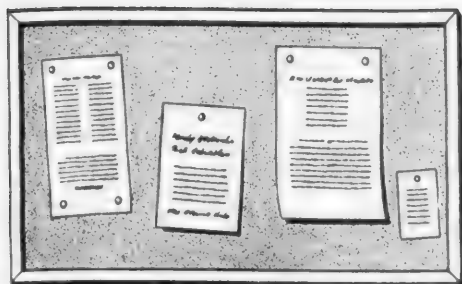
In bookkeeping, have we worked through the same sets and problems the pupils are doing? If we have, we know the tricky places and why they puzzle pupils. If we have made an error, we know why "this work sheet just will not come out right!"

We have more patience and sympathy when we work with our pupils occasionally. They like the human touch of having the teacher do the same problem. When a well-known actor was weeping over the loss of his beloved mother, his friend, an actor and humorist, did not try to comfort him, but sat down and cried with him.

The fact that the teacher has a graduate degree and possesses skills and knowledge far beyond the high school pupil may make it even more desirable to perform with them. This makes workers of us all, instead of (dare I use the term?) serfs and dictators.

THE Jones Personality Rating Scale constructed by Harold J. Jones, printed on good grade card stock, size 8½ by 11 inches, is published by the Gregg Publishing Company, 270 Madison Avenue, New York, N. Y. Price, 2 cents a copy. See page 105.





# The B.E.W. Bulletin Board

## A MONTHLY SERVICE

LAST month we discussed the administrative and the general bulletin boards, both of which had specific jobs to do; the former, as a connecting link between the head of the school and faculty; and the latter, as the advertising window of the department. The classroom bulletin board has a different function. It should be an effective teaching instrument. Material used on this board ought to relate to the subject taught; it should supplement and complement classroom instruction. Material may be displayed on these classroom boards temporarily and should be changed with the topics covered during the year.

Each classroom bulletin board should have a definite objective and should follow a plan. It should be treated as an entity, and the heading should give the clue to the lesson to be taught or the idea to be conveyed. Incidentally, the most effective displays have been found to be those worked out by members of the class under the guidance and direction of the teacher.

The board itself should be large enough to display papers that can be seen by all the students in the class as the teacher uses the board for teaching purposes.

As an illustration, let us suppose that invoices are being discussed in the book-keeping class.

Conversation with many businessmen

leads me to believe that many a student who supposedly has been taught the rudiments of commerce fails to understand the significance of an invoice and to realize its relationship to other business documents. The story of the invoice, therefore, lends itself to display. It could run something like this:

1. An order in the form of a letter marked with extensions.
2. An invoice, properly typed with duplicates for shipping, posting, record use, etc.
3. Picture of shipping room with "packing" list to show part of the routine.
4. Invoice with ledger card on machine to show posting operation.
5. Invoice in envelope to be mailed or with a picture of an office, showing the receipt of an invoice by the customer.
6. The invoice with a check and ledger to show how the payment for the invoice is entered.
7. Receipted invoice with picture of file to indicate the final resting place of the invoice.

A series of arrowheads to show the sequence of the work should be added. Many other features will come to your mind as you have your students prepare material for such a classroom bulletin display.

### Classroom Wall Display Space

In addition to the bulletin board, there is often much vacant space around the classroom that can be utilized for purposes of display. Students' work of particular merit should be used here. A great many teachers have told me that students vie with one another to get their work on display, feeling that it is an achievement to be able to pin their work on the "Achievement" area.

When selecting students' work, then, it is well to remember that, because display acts as a great stimulant not only to those who have their work exhibited but to those who want the honor, it is imperative that the work of as many of the students as possible be chosen.

One teacher tells me that each week in his penmanship class he writes a specimen along with the class and then asks a fellow teacher to choose the five best papers. A comment from the visiting teacher that a certain copy is "very like the teacher's" encourages the class, and particularly the student whose paper is thus mentioned.



You can imagine the enthusiasm that is kept alive in this particular class because of the proper use of this display area for students' work. The penmanship papers are usually kept up for a week, with new papers being added as each test is given.

This classroom display area can be utilized with any subject in the curriculum.

### *Corridor Wall Display Space*

The display space in the halls and corridors of schools provides an opportunity for large-scale effort. Pictures, photographs, paintings of a general nature can find a place. In the halls of many schools we find gifts of pictures from various graduating

classes. They help beautify the school, but most of these pictures are displayed in the main hall, which leaves much space along the other corridors.

One school displays in this space the pictures of leading men and women of business and the professions. As the display is in the shorthand department, the pictures relate to persons who use shorthand and show, as well, scenes in offices and buildings where shorthand functions.

An idea that suggests itself is the use, along these "great wide spaces," of murals depicting the relationship between the department and the outside world, or showing how the subjects taught influence life.

## Bulletin Boards at Wright Junior College, Chicago

MARY ANN ENGLISH

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[EDITOR'S NOTE—So effective a use of classroom bulletin boards has been made at the Wright Junior College, Chicago, that we are including this month an article on the subject, with illustrations, submitted by the teacher responsible, Miss Mary Ann English.—A. A. B.]

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THE bulletin boards in the secretarial classroom at Wright Junior College are so large, conspicuously placed, and well lighted that they challenge the imagination of instructors and students. Unused, they would be frames without pictures. Unplanned, they would give the classroom a shiftless air; they would be as distressing as untidy desks or littered floors.

Well-organized bulletin boards should be a motivating force in cultivating attractive secretarial personalities in the students. They can help the instructors to remember that skill is the basis but personality is the essence of the perfect secretary.

There are three bulletin boards, seven feet long and three feet high. A rough outline of a nine-months plan for a series of displays on two of these boards was made by the instructor, and the plan was referred to student committees for organization and execution.

The students appointed to committees were imaginative and enthusiastic young

women, with talent in creative writing, lettering, or drawing.

One of the boards for which the student committee was responsible was called the Personality Board; the other, the Performance Board. The board reserved to the instructors was called the Achievement Board.

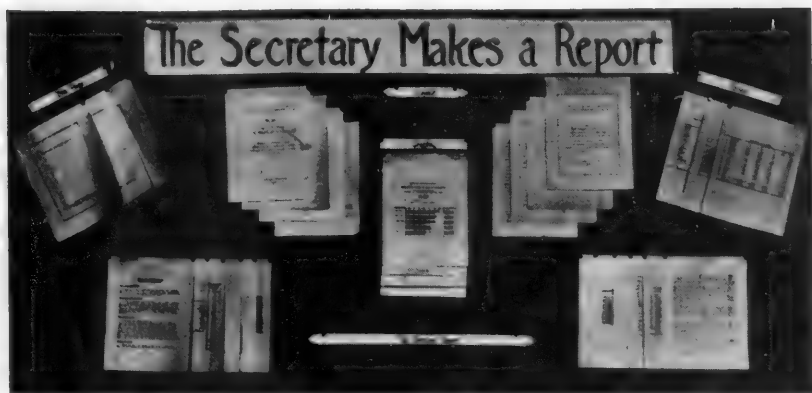
### *The Personality Board*

The Personality Board carried a permanent lettered caption: "The Perfect Secretary." Underneath this was placed the title of the month's display.

Drawings illustrate typical situations in which a secretary shows her sense of responsibility. The drawings are accompanied by verses (perhaps a better word is "jingles") bringing out the lesson in the sketches. The first month's title was: "The perfect secretary has a sense of responsibility." The verses read:

A secretary's tools must get  
The greatest care—not neglect  
To oil machines and clean or dust  
Is a good worker's daily "must."

Stenographers of highest rate  
Don't gain that place by being late.  
No charm or personality  
Will "sub" for punctuality!



Three typical bulletin board displays at Wright Junior College, Chicago.

## A PERFECT SECRETARY HAS A SENSE OF RESPONSIBILITY



A secretary's "date" must get  
The greatest care - not neglect;  
To all machines and cleaners dust  
Is a good woman's daily "must".



A secretary's not content  
To just the work she is assigned  
To help co-workers change page  
Is that in line at every minute!



Secretaries at highest rate  
Don't gain that place by being late  
No charm or personality  
Will "take" for punctuality!



A secretary's privileged ear  
May catch what others hear  
But she must place a loyal seal  
On words that's on any deal.



A secretary's day is through  
When she has no more work to do  
To watch the clock upon the wall  
Is sure to have no job at all.

A secretary's not confined  
To just the work she is assigned.  
To help co-workers always pays;  
It's first in line at every raise!

A secretary's privileged ear  
May confidential matters hear  
But she must place a loyal seal  
On inside facts on any deal.

A secretary's day is through  
When she has no more work to do.  
To watch the clock upon the wall  
Is soon to have no job at all.

The second display in the Personality series is: "The perfect secretary is well groomed." The poster was made by mounting illustrations of good grooming—such as well-manicured nails, well-shod feet, and appropriate clothing—and posting verses beneath them.

The illustrations were cut from magazines and newspapers. A detail of this display, the secretary's hair, is shown on page 157.

The verses read:

A secretary's hands should well  
Be groomed for they will tell  
Her faults and merits in a guise  
Employers learn to analyze.

A secretary's face should wear  
A pleasant tribute, not a dare.  
Good skin with colors faint beguile  
The hardest heart with every smile.

A secretary's feet should step  
In beauty and with comfort's pep.  
Fortunate feet in oxfords laced  
Are smart and comfortably graced.

A secretary's hair should fall  
In simple styles that do not call  
For fussy care throughout the day  
But give her time to earn her pay.

A secretary's walk should show  
A state of health that's all a-glow.

A secretary's clothes should be  
In style—cut to a tailor's T.  
A freshness that is trim and neat  
Will place advancements at her feet.

There are seven other displays in this series: The perfect secretary has good health, has ambition, is versatile, is loyal, is courteous, is efficient, and (one great hodge-

podge, born of enthusiasm for the job, and made of odds and ends) "The perfect secretary has everything."

The poster illustrating good health offers, in sketch and verse, suggestions for maintaining health in spite of the confinement of secretarial work. One illustration advises participation in sports, a second shows a secretary asleep at an early hour, a third gives a sample of a properly balanced luncheon.

The poster entitled "The perfect secretary has ambition" has the following drawings: a girl reading a trade magazine dealing with her employer's business, with books on the subject piled on a desk near her; a student entering Northwestern University for night classes; a stenographer asking an executive to give her an opportunity to fill a vacancy as secretary.

The poster entitled "The perfect secretary has versatility" shows a girl performing a multitude of tasks. In drawings she relieves at the switchboard, she files, operates a mimeograph, computes sales on a calculating machine, takes dictation at a telephone, attends to a customer, and enters a public library to look up information.

"The perfect secretary is loyal" has but two drawings. In the first, a secretary, dining with two customers, remembers, according to the accompanying verse, that she must not discuss her employer's business with them. In the second, an employer is entrusting his secretary with confidential information, knowing that she will not discuss it with a curious group of co-workers shown in the outer office.

"The perfect secretary is courteous" shows a secretary calm and polite in three trying situations: she deals with an irate customer; she courteously corrects an officious office boy; she handles a difficult telephone call patiently.

"The perfect secretary is efficient" is composed of three sketches and a photograph with appropriate verses. A stenographer is shown consulting a well-filled memo pad with an outline of her day's work; she is filing neatly arranged material in a file with tidy folders; she is leaving at five o'clock with her desk cleared for the

next day's work. There is a photograph of a shorthand-notebook page, properly dated, with neat insertions, and a cross line to indicate that the notes have been transcribed.

"The perfect secretary has everything" represents the overflowing exuberance of the committee. The title and the unrelated material had the very dubious approval of the instructor, but the committee members found it the best fun of all, perhaps because they had a free hand.

Because there was so much material unused at the last month, and so many ideas unillustrated, the students compiled a great bulletin board full of general advice and pertinent suggestions. There were articles on seeking employment, sketches of young people being interviewed, lists of references on finding a job; beauty columns from newspapers and magazines with articles of interest to young girls; sketches and verses warning prospective secretaries to keep romance out of the office and to keep a sense of humor in.

The heterogeneous collection seemed to interest the students. Before and after class a group was usually found reading some part of the display.

### *The Performance Board*

The personality series was essentially the work of a committee assisted by enthusiastic suggestions from the class and by unobtrusive direction from the instructors. The Performance Board, on the other hand, was largely a competitive affair, which changed every month. On it was displayed the top performance of various secretarial duties. It carried a permanently lettered caption, "The Secretary."

The first display, "The secretary makes a report," was the result of a project in the secretarial-practice class. It is shown at top of page 157. Included in the display are the title page, the layout, the graphs, the tables, and the finished report. The distinction of making this display went, of course, to the student presenting the most accurate and artistic report.

The second display in this series was "The

secretary reports a conference." The students in the secretarial course at Wright Junior College take a basic college course consisting of English and surveys in physical, biological, and social science and humanities, in addition to their secretarial electives. In these survey courses, lectures are usually given by guest lecturers eminent in their fields. Students in the advanced shorthand course who were able to make a verbatim report of one of these lectures displayed their notes and their transcripts on this bulletin board.

The third display in this series is "The secretary chooses stationery." In the secretarial-practice class the instructors attempt to familiarize the students with the various grades and qualities of paper used in offices. The student who made the best collection of paper and submitted the clearest description of its use was permitted to arrange this display.

The title assigned to the fourth month's display was "The secretary sends out the mail." This also was a project in the secretarial-practice class, assigned while the students were studying the handling of the mail. The students were asked to bring in wrappers from letters and packages received at their homes or available to them in offices and to state the reason for the postage charge on each wrapper. The display consisted of wrappers illustrating local delivery, out-of-town delivery, air mail, special delivery, special handling, insured mail, etc. There were captions explaining each charge.

The fifth bulletin board was called "The secretary can find out." The class was studying reference books and sources of business information.

When the students had familiarized themselves with the reference books and knew where to turn for the answers to the more general problems that arise in the day of the secretary, several hundred questions were typed on cards and distributed among the class. The students were expected to decide the source of information, consult it, and make a report on their findings. The one who correctly completed the assignment in the shortest time was allowed to post the

display. This is a typical completed problem:

*Question:* Your employer is en route to Chicago from Portland, Oregon, on the "Portland Rose." Four hours after his departure you receive important information which you must telegraph him. To what town will you telegraph? How will you address the telegram?

*Source:* *The Railroad Guide.*

*Answer:* Mr. Employer, Passenger on Board Portland Rose, Union Pacific Railroad, Omaha, Nebraska.

The sixth and seventh displays were made while the class was studying correspondence. The sixth, "The secretary answers letters without dictation," was a display of the best answers to a collection of letters of inquiry and letters of complaint. The seventh, "The secretary handles social correspondence," was an illustration of typical formal and informal invitations with correct responses.

The eighth display was "The secretary uses business forms." A Chicago lithographing company supplied forms for the class. Through their use the students followed the flow of business through the various departments of the firm. The forms, properly filled out and with explanatory captions, comprised this display.

"The secretary writes the minutes" was the ninth display. Students holding offices in school organizations (and many of the secretaryships are held by students in this department) were encouraged to report the minutes of their clubs in parliamentary form. The neatest report was used on this final board.

#### *The Achievement Board*

The Achievement Board, on which the instructors alone posted displays, did not follow a rotating plan but was a continually changing record of student achievement in shorthand, typewriting, transcription, and calculating-machine manipulation. Since it differs very little from the typical board in most secretarial classes, I shall not burden this report with a detailed description of it.

Because students of different ages and social levels react differently to rewards for achievement, we watched very carefully the interest and response of our students to the various records we posted. Their great-

est interest was in a complete record of individual improvement.

The students liked to watch their speed increase, their accuracy improve, or the number of mailable letters accumulate. They were interested, too, in their standing in relation to other members of the class and their relation to an arbitrary standard set by the instructor. No matter how low a student was in rank, or how far from the standard, he watched hopefully his ascent from the bottom.

For this reason, we made considerable use of scales showing rank in class, of individual-improvement charts, and of production-per-hour records. So satisfactory was a complete, public record of class work that the instructors no longer use the class record book. Every essential record is on the achievement board.

The chief advantage of this series of boards is that they follow a rhythmic plan on three continuing themes: personality, performance, and achievement. We use the bulletin boards consciously and vigorously as one of the strongest elements in visual education.

MISS HELEN B. BORLAND has been appointed by the regents of the University of Colorado to direct a new secretarial-training course, which is to be added to the university's School of Business curriculum.



Miss Borland, whose title will be assistant professor of commercial science, has taught commercial subjects in the University summer school for two years. During the fall quarter of 1938 she did graduate work in education at the University

and then continued her work toward a doctorate at Columbia.

She is a graduate of the University of Colorado, Boulder, and has her master of arts degree from Columbia.

Before going to Colorado she taught secretarial training at Marshall College, Huntington, West Virginia, and headed the commercial department at Northern Montana College at Havre.





# Motion Pictures

## FOR BUSINESS EDUCATION

LAWRENCE  
VAN HORN



**D**EWEEY AND DEWEEY, Number One Main St., Racine, Wisconsin. Sell 35mm. filmstrips and projectors. Filmstrips are not motion pictures, and must be shown on a filmstrip projector. Each filmstrip contains a series of still pictures or frames, containing a diagram, table, picture, or explanatory legend, and may be left on the screen as long as desired. Filmstrips sell for \$2 a roll, less 3 per cent for cash with order. Special offers are available when bought in series or with a projector. Only a few of special business value are listed below. A great many are available for such subjects as vocations, geography, general business, agriculture, etc. For additional listings, write the distributors. The following are all filmstrips, 35mm., and each sells for \$2.

*What Is Salesmanship?*—41 frames, No. 2041. Includes the following: A young man seeking a job; how the accountant guides his employer by interpreting his books of account; how the banker sells securities and his personal integrity; and others. Illustrates the process of selling everyday products such as automobiles, clothing, etc.

*Why Study to Be a Salesman?*—35 frames, No. 2042. Shows what the salesman must learn about his job, his company, product, territory, and markets. How to analyze the steps of each sale and get the order.

*Life Planning—How and Why*—32 frames, No. 2020. This film opens a new vista of life as

it should be for the students of today and the citizens of tomorrow.

*The Planned Life*—20 frames, No. 2021. Shows young people how to plan ahead to select the vocation for which they are best suited.

*Planning Your Personality*—22 frames, No. 2022. Shows that personality develops as a result of building character and regulating conduct.

*Why Do People Work*—32 frames, No. 2023. Why it is necessary to work, various types of work, reaching a goal.

*The World of Work*—30 frames, No. 2024. Shows the three vocational levels, a job, an occupation, and a vocation or profession. How to rise from one level to another.

*The Six Main Vocational Fields*—43 frames, No. 2025. Agriculture, business, homemaking, industry, the service trades, and the professions.

*Business*—32 frames, No. 2027. Shows the relation of production, distribution, administration, and consumption.

*Industry*—54 frames, No. 2028. The five main classifications of industry: Mining, public utilities, building trades, manufacturing, and railroads.

### A Handy List of Source Material

(Continued)

**V**ICTOR CLASSIFIED FILM SOURCE DIRECTORY of 16mm. Film Sources, 17th Revised Edition, published by Victor Animatograph Corporation, Davenport, Iowa. The directory sells for 50 cents. When ordering, address the Directory Editor.

This listing shows where 16mm. silent and sound films may be bought, rented, or borrowed free. The sources are divided into three general groups, depending on the types of films distributed. A bibliography of "Suggested Reading Sources" is included.

**T**HE FILMOSOUND FILM LIBRARY BOOK, published by Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill. A sixty-four page directory containing titles, description, classification, and pricing of more than 2,800 reels of sound-on-film motion pictures for rental or sale by the Bell & Howell Filmosound Library.

Contains features, comedies, cartoons, and various educational subjects, and is well illustrated with scenes from listed films. Also contains information about booking, servicing film prints, etc.

There is a separate eight-page alphabetical index. Both are "binder-punched" for later additions.

A copy is free to every owner of a 16mm. sound projector registered in the Bell & Howell files. Additional copies and copies to nonowners of sound equipment may be purchased for 25 cents each.

# Are There Any Questions?

*This educational service is brought to you by arrangement with Teachers College, Columbia University. Questions on education may be submitted through the B.E.W.*

**Question:** What do the terms 'Vocational Education' and 'Vocational Guidance' mean? Is there any difference?

**Reply:** Vocational education is training for a particular trade or line of work. Its purpose is to qualify students for jobs. Trade schools, secretarial schools, etc., come under this category.

Vocational guidance has for its purpose the aiding of people in selecting the line of work for which they are best fitted. It analyzes particular aptitudes, suggests appropriate fields, supplies information as to the requirements and possibilities of various occupations, and often goes on to indicate what steps should be taken to enter a chosen occupation.

**Question:** How much of the school revenue is obtained from the states and how much from local funds?

**Reply:** The distribution of the sources of school revenue vary widely from state to state. According to government figures, the average distribution for the country in 1935-36 was 29.3 per cent from state funds; 7.2 per cent from county funds; 63 per cent from local district funds; .5 per cent from Federal funds.

**Question:** What proportion of the school population of the United States lives in rural areas? What are the figures on the number of rural schools as compared to the number of city schools?

**Reply:** According to figures contained in the *Educational Yearbook* for 1938, 50.03 per cent of all children in the United States between five and seventeen years of age live in rural areas. Of the total school enrollment, 49.3 per cent live in rural areas (open country or towns of less than 2,500 population).

Because the rural population is spread so much more thinly than the urban, 90 per cent of the elementary schools in the United States and 78 per cent of the high schools are rural. All told, there are about 210,000 rural schools.

**Question:** How many junior colleges are there in the United States? How rapidly is the number increasing?

**Reply:** For the year 1937-38 there were 556 junior colleges, with an enrollment of 155,588. Of these, 250 with 70 per cent of the total enrollment were publicly controlled.

In the past eight years the enrollment in junior colleges has more than doubled. In 1929-30 there were 436 junior colleges with an enrollment

of 74,088; in 1933-34 there were 521 with an enrollment of 107,807.

**Question:** Of the present adult population of the United States how many completed high school? Grade school?

**Reply:** Of the 76,000,000 adults in this country today, 12,000,000 finished high school; 32,000,000 finished the eighth grade of elementary school.

The Bureau of Educational Research in Science, under the direction of Professor S. Ralph Powers of Teachers College, Columbia University, in a recent report based on the best scholarship available, points out that there is no evidence forthcoming from the studies of human heredity that would justify the view that any one race is superior to any other in the much-flaunted socially significant traits such as honesty, ambition, and intelligence.

"It is important to realize that the genetic differences between races are extremely small," the report explains, "in comparison to the individual differences within the races themselves. The central theme in teaching this subject today is to emphasize the worth of an individual as an individual and not as a member of a particular race."

The idea that education was solely a matter for a teacher and a group of young things has been lost somewhere along the way, in a remarkable change of public opinion. To the rescue of adults came Dr. Edward L. Thorndike, of Teachers College, Columbia University, with his declaration, backed by research, that learning power is based on interest, and not on age; that there is no appreciable difference in the ability of the man of forty-five and his son of twenty when it comes to absorbing new information; that any adult who is not demented can learn most of what he needs to learn.

**Question:** Is enrollment in elementary schools declining?

**Reply:** Yes. Because of the falling birth-rate, elementary school enrollments declined 4.2 per cent from the peak of 21,278,593 in 1930 to 20,392,561 in 1936, the last date for which complete figures are available. The decline is continuing, and it is estimated that there will be almost 2,000,000 fewer children in elementary schools in 1940 than there were in 1930. On the other hand, enrollments in high schools are increasing.

# Self-Test on Shorthand Theory

No. 7 of a Series Prepared by LEONARD TRAP

*Chatham, Ontario, Canada*

EDITOR'S NOTE—It is suggested that teachers and teachers in training ask themselves these questions that Mr. Trap asked himself in learning shorthand. The figures following the questions refer to the paragraphs in the Anniversary Edition of the Gregg Shorthand Manual.

## THE CONSONANTS

CAN you give from memory all the characters of the Gregg Shorthand Alphabet as they appear on the page facing page 1 of the Manual?

Which characters are written forward? Which forward and upward?

What is the sign for *k*? (2)

What word does it represent? (2)

What prefixes are expressed by *k*, and when? (80) When are *com* and *con* not expressed by *k*?

What word-beginnings does it express? Joined or disjoined? (209)

What word-endings does it express? Joined or disjoined? (230)

For the name of what state in the U. S. is *k* the abbreviation? (238)

How is the word *counter* written? (219)

What is the sign for *g*? (2)

What is the name for this sign, and why is it so called? (3)

What words does it express? (2)

What word does it express in *phrases*? (171)

What *word-endings* does it express? Joined or disjoined? (230)

What does *g* express when used with figures? (204)

After what article and words may this sign be used? (205)

What is the sign for *r*? (2)

What words does it express? (2)

When does a disjoined *r* express *er*, *or*? When is the *r* joined? (76)

When does a left-motion circle express *er*, *or*? (76)

When is *r* following a vowel expressed by a left-motion circle? (71, 161, 163)

When is the circle placed above the next stroke, and when below? (161)

When is *r* omitted? (165)

How are the syllables *tern* and *dern* written? (166)

How is the syllable *ther* expressed? (168)

When is *re* not expressed by *r*? (147)

What abbreviation is expressed by two joined *r*'s? (195)

In forming the derivatives of what words is it not necessary to disjoin *r* to express *er*, *or*? (211)

What word-beginning does disjoined *r* express? (209)

What word-endings does *r* express? (227, 230)

What is the sign for *l*? (2)

What words does it express? (2)

How is the combination *ld* written? (136)

What suffix does *l* express? (183)

What word-ending does it express? (230)

What is the sign for *n*? (2)

What words does it express? (2)

In negative forms beginning with *n*, how is the negative form distinguished from the positive? (107)

What does *n* stand for in expressing figures, and where is it then placed? (204). When may *n* be used as such a sign? (205)

In what phrase does *n* express *annum*? (206)

What word is expressed by *n* in many phrases? (221)

What word-beginnings does *n* express? (209)

How is the word *enter* written? (219)

What is the sign for *m*? (2)

What words does it express? (2)

In negative forms beginning with *m*, how is the negative form distinguished from the positive? (107)

For what syllable is *m* used? (127)

For what word does *m* stand in phrases? (171)

What does *m* express in writing figures, and how is it positively distinguished from *n*? (204) What article or words may this sign follow? (206)

What word-beginnings does *m* express? Joined or disjoined? (214)

What word-ending does it express? Is it joined or disjoined? (230)

What name termination is expressed by *m*? (240)

What is the sign for *t*? (2)

What words does it express? (2)

What does *t* express at the end of words? When is it joined? When is it disjoined? (59, 182)

When is final *t* omitted? (174, 175)

In what words must final *t* be written? (176)

In forming derivatives of words ending in *ct*, is the *t* expressed or omitted? (211). What rule applies to the primitive form? (175)

What word-beginning does *t* express? Joined or disjoined? (214)

What is the sign for *d*? (2)

What word does it express? (2)

## New Commerce Building for Boston University

BOSTON University's new Charles Hayden Memorial building of the College of Business Administration, built for the education of the businessman of tomorrow, welcomed nearly 4,000 students this fall. An elaborate dedication program



on September 26, announced by Dr. Daniel L. Marsh, University president, and Everett W. Lord, dean of the College, has opened a new era for the quarter-century-old college of business.

The new \$1,150,000 building, situated on the Charles River, on the opposite bank and midway between Massachusetts Institute of Technology and Harvard University, forecasts a new educational center for Boston. Of modern Gothic design, the building follows the theme of St. Botolph's tower, in Boston, England, a relief of which appears over the center door of three bronze doorways at the main entrance. The old English tower, known as the "Old Boston Stump," is one of the best examples of perpendicular Gothic architecture.

The new building has thirty-six classrooms, on four floors. Most of the rooms and offices have acoustic ceilings, and many of the rooms are furnished to accommodate special types of classes.

The assembly hall, which projects behind the main building and has a seating capacity of 1,500 persons, is one of the most beautiful parts of the building. The hall is finished in Australian lace wood and mahogany, with metal molding, and is the largest hall in any of the University's buildings.

One of the most modern features in the

building is the sound-proof radio broadcast room.

Journalism facilities include a laboratory furnished with a newspaper copy desk, a special library, and a printing laboratory to be used by both journalism and advertising students. Other laboratories are equipped for psychological and special experimentation.

One of the most impressive rooms in the building is the library, with its high-vaulted ceiling and two-story-high book stalls capable of housing a huge collection of business and standard reference books of every description.

Ample recreation space is also provided.

The massive structure of Indiana buff limestone, built as the first unit of Boston University's future centralized campus, can be best characterized by the simple design on the floor of the main lobby. Surrounded by gleaming walls of marble, the center of the terrazzo floor reveals the design of a schooner with all sails set, bordered by the four points of the compass, denoting the basis of commerce around the world.—M. B.

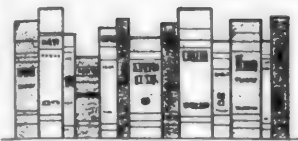
M R. LONDON A. SANDERS assumed his new duties as assistant professor of business education at Madison College, Harrison-



burg, Virginia, at the beginning of the fall term. He resigned his position as head of the commercial department in the Pikeville (Kentucky) High School in order to accept the new appointment. Mr. Sanders' teaching experience has also included the college level. He will give courses in typewriting, office practice, and account-

ing in the Madison College business-education department, of which R. E. Slaughter is head.

He holds the degrees of Bachelor and Master of Science in Education from the University of Tennessee, has had special business training at the Bowling Green (Kentucky) College of Commerce, and is pursuing doctoral studies at the University of Pittsburgh.



# Your Professional Reading

**MARION M. LAMB**



Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.

OCTOBER, month of golden sunshine, invites us to spend every leisure moment out of doors, but its early evening shadows and sharp autumn chill after sundown turn our thoughts to the approaching winter evenings to be spent at a fireside. That is the season when we turn to books with greatest pleasure—to entertaining books, informative books, books to be shared with friends, even to demanding books which require solitude and concentration.

The books listed in this column belong, for the most part, to the last group. They are not the informal fireside companions we seek for relaxation and entertainment, for their primary purpose is to instruct their readers.

A return to student status in our reading may not appeal to us, but the reversal of roles is good for us; and when a book contributes to our effectiveness as persons or teachers, we are grateful to the writer who has, through the magic power of words, added to our stature.

## Hints to Business Maidens

By Phoebe Mills, Meador Publishing Company, Boston, 1939, 44 pages, \$1.

Miss Mills is owner and director of Miss Parker's Business Service, in Boston, which specializes in office employees.

The nine short chapters that comprise this little handbook of advice to office workers and applicants for positions contain the same old rules

about personal grooming and sensible conduct that we all know but evidently do not impress upon our students.

No doubt our graduates, faced by a possible employer, work themselves into an unbecoming, hence fatal, lather as they try to prove mental prowess and superior skill. All of this makes us wonder if marks in vocational subjects should not be based less upon mastery of subject matter and more upon mastery of self.

Miss Mills' suggestions concerning wardrobes are very practical, and the one brief page devoted to employer-employee relationships should be read by every romantic soul who hopes to find her Big Moment (and, for the time being, a job) when she answers the advertisement. Romance, it seems, is seldom wrapped in carbon paper.

The statement that the impression the applicant makes at the employment bureau often wins or loses a position is probably needed by miserly misses who save their smiles and charming manners for the interview with the employer, never realizing that they may not get that far.

The title of this book baffles us. At first sight and sound, it is delightfully breezy, but the writer's terse, matter-of-fact chapters lead us to the suspicion that she may mean the title to be literal, rather than casual. Can it be that one calls stenographers "business maidens"—even in Boston?

## Grading Scales for Typewriting Tests

By Howard Z. Stewart, Butler University, Indianapolis, Indiana. Garrard Press, Champaign, Illinois, 1939, 75 cents.

The twenty-two grading scales, with directions for use, found in this book have been designed to assist the instructor in objectively grading the timed writings of high school students. The twenty-two scales cover two years of typewriting instruction.

The person checking need only follow down the "Strokes" column until he finds the range in which lies the number of strokes written. Upon moving to the right to the proper "Error" column, he finds the net rate per minute and the percentage grade. At the discretion of the teacher, the letter grade equivalent for the percentage grade may be used.

Those progressive teachers of typewriting who have adopted the plan of permitting students properly and neatly to erase errors and insert the correct letter or character will find the scales may be used successfully, for as the errors decrease through erasing, the strokes decrease proportionately. Thus, improved erasing efficiency will result in higher net rates and in higher percentage grades.

Probably the most important among the several values to be found in the use of the scales lies in the opportunity given students to know how



they rank in such tests because the scales are objective statements of student achievement in proportion to the weeks spent in study.

### ***How to Write for Radio***

By James Whipple, Radio Department, Lord & Thomas. Whittlesey House, New York, New York, 1938, 414 pages, \$3.50.

Mr. Whipple is instructor of radio classes in the University of Chicago. He knows well what the beginning radio writer is likely to do wrong, and he tells how to avoid it.

After listing the factors that make radio dramas appeal to the radio audience, he tells how to present the drama so that the listener can "see" the action mentally.

The book includes scripts of many programs, with dialogue and sound effects, followed by Mr. Whipple's explanatory comments.

This is distinctly not one of the "you, too, can make a fortune" books, but it has a most encouraging effect on the reader, just the same, because it is both thorough and lucid.—D. M. J.

### ***The Progress of Distributive Education Under the George-Deen Act***

By Alfred A. Sessa, *Journal of Retailing*, XV:2 (April, 1939), New York University School of Retailing, 100 Washington Square East, New York, N. Y., 25 cents.

Anyone interested in distributive education under the George-Deen Act—and everyone in business education should be interested—will find no better source of information about present status than this article.

Mr. Sessa presents the results of a questionnaire survey of progress under the Act in well-organized style.

He tells that only eight states have fully accepted the Act and that thirty-eight states are carrying on at least an experimental program. In 1937-1938—the first year of the program—33,613 workers were enrolled in part-time and extension courses, while 2,452 high-school students were enrolled in co-operative part-time classes in retailing.

Other matters reported are: Administration and supervision, financing, requirements for supervisors and teachers, courses and subject matter, and teaching personnel.

A list of problems, with comments on each, is appended. A pressing problem is how to help the small-business owner, who frequently fails in business, rather than the department-store executive who would give the training at his own expense if this Federal aid were not available.

An especially significant paragraph for business education is:

"... Mr. B. Frank Kyker is a firm advocate of prevocational training in this field and feels that given a well-trained teacher, a willing student,

and the proper course of study an efficient distributive worker can be produced. Advocates of prevocational training point out that the field needs 130,000 new workers every year. For most of them, this is their first job. The schools are training only 32,031 (1938) for these positions. Incidentally, in the main, these secondary-school courses given are not vocational, but involve general salesmanship and related subjects. Thus there is no question that training is needed to prepare prospective workers for initial position in retail establishments."—J. G.

### ***High-School Journalism***

A Course of Study Built Around the School Newspaper, by Harold Spears, director of research and secondary education, Evansville, Indiana, and C. H. Lawshe, Jr., Division of Education and Applied Psychology, Purdue University. The Macmillan Company, New York, 1939, 464 pages, \$2.

Here are direct helps for teachers, whether experienced or not, in addition to unusually specific and worth-while instructions and suggestions for students. Part I, 221 pages, covers every phase of high school journalism that is needed by beginning newswriters. Part II, 230 pages, is for advanced newswriters, who intend to make journalism their vocation.

There are hundreds of illustrations—cartoons, halftones, charts, forms, type styles—and enough suggested assignments to give student journalists a solid foundation of experience.—D. M. J.

### ***Choosing the Right Career***

A Book for Boys of College Age. By Edward B. Toland, D. Appleton-Century Company, New York, 1939 (Revised Edition), 216 pages, \$1.50.

Mr. Toland, head of the history department of St. Paul's School, Concord, New Hampshire, has had widely diverse vocational and personal experiences which should qualify him to write a book of sound advice to boys about to choose their life work.

The book lists the requirements, types of work advantages, and disadvantages of twenty careers frequently chosen by boys finishing their secondary school. These are listed, in Chapters 3 to 22 inclusive, as follows: *College, Manufacturing, The Merchant, Advertising and Salesmanship, Commercial Banking, Investment Banking, Public Accounting, The Private Secretary, The Consular Service, Journalism, Politics, Real Estate, The Lawyer, Medicine, Architecture, Engineering Chemistry, The Schoolmaster, The Ministry, Farming.*

The titles of the chapters reveal the possibility of better organization and labeling of material. Unfortunately this criticism holds for the sub-

stance of the author's thoughts as well as for their arrangement, for he offers opinion as fact in manner quite omniscient:

"History is the most important of all studies (presupposing a knowledge of reading, writing, and arithmetic)." (Page 60.)

"If I was fifteen years old," said Frederick Ireland, official reporter of the United States House of Representatives, "and wanted to be earning \$25,000 a year in some big business by the time I was thirty, I should learn shorthand thoroughly and in some way get into the general manager's office as a stenographer. It is the easiest way I know to burglarize success." (Page 115.)

"The life of a newspaper man is not an easy one. He should start out by reporting, which is a dog's job." (Page 120.)

"People who don't read simply don't enjoy life. They can't understand things." (Page 196.)

Mr. Toland's unquestionably sincere effort to help boys to determine their course of life is handicapped by such inaccuracies of thought and language, by his assumption that statements made

many years ago are true today, and by a subjective point of view which evidently does not encompass the great contributions made by men who have had no interest whatever in academic pursuits. When he speaks of political matters, he is dogmatic beyond pretense of tolerance and likely to lead his readers to reactionary views rather than to agreement.

The author's repeated insistence that a career must above all be congenial if it is to lead to permanent success and satisfaction is especially needed at this time, when pay checks are too often the only goal. It is the vigorous moral tone of the book which recommends it as a possible choice for your school library.

Four chapters in the book, two at the beginning and two at the end, which supplement the chapters on specific vocations, cover a broad range of information classified under the headings *Purpose of Vocational Guidance*, *Elementary Economics*, *General Business Principles*, and *In Conclusion*. The facts presented have been pre-digested by the author, but they nevertheless hold some nourishment for young minds.

## Widening Horizons

*New perspectives, fresh ideas, and an insight into the accomplishments of others bring greater incentives for the day's work.—G.N.*

EDUCATING OUR CAPACITY TO CHOOSE. Fred Eastman, professor of biography, literature, and drama, The Chicago Theological Seminary. *The Bulletin* of the Department of Secondary-School Principals of the National Education Association, May, 1939. Department of Secondary-School Principals of the N.E.A., 5835 Kimbark Avenue, Chicago.

"The strongest principle of growth lies in human choice."—*George Eliot*.

In the public discussions about education in recent months little attention has been paid to the necessity of developing the human capacity to make wise choices. Still less has been given to the exercise of the faculty of choice in seeking the abundant life we all want.

From morning till night, our lives are beset by the necessity of making choices. What to eat or not to eat, what to drink or not to drink, what to read or not to read, what movies to see, what radio programs to hear, what work to do, what political party to support, what friends to seek—these choices make the essential business of daily living. We cannot escape them.

If we make the right choices and keep on making them, we gradually gain a good reputation, win the confidence of our fellows, and prosper. Therefore, training an individual for life—or educating him—is a matter of training him to make the good choices.

Education, to be effective, must train the emotions as well as the intellect. Training the head without the heart is not education.

Under a dictatorship, people are deprived of the privilege of making their own choices. The dictator tells people what to do, whom to vote for, what to believe. He controls the press, the radio, the schools, and even the churches. People are thus deprived of the exercise of that capacity of choice which is essential to their own development.

Here in America, our forefathers fought a bloody revolution to gain for themselves and for us the right to choose our own rulers, levy our own taxes, build our own temples. That liberty of choice in our national affairs is our most precious heritage. If we relinquish our right to make our own choices in politics, or government, or morals, we shall no longer be a democracy. We shall have surrendered our birthright.

Human beings, parents as well as children, must be taught to choose between the various ways of life. Everyone wants an abundant life. But what is the abundant life, and which road leads to it? In the last analysis, the many ideas about it boil down to two.

One is that it is a life of abundance of things, money, activities, power. This is and probably always has been the common notion. The siren voices of myriad salesmen proclaim it. We can have life abundant, they say, if we have more

A secretary's not confined  
To just the work she is assigned  
To help co-workers always pays;  
It's first in line at every raise!

A secretary's privileged ear  
May confidential matters hear  
But she must place a loyal seal  
On inside facts on any deal

A secretary's day is through  
When she has no more work to do  
To watch the clock upon the wall  
Is soon to have no job at all.

The second display in the Personality series is: "The perfect secretary is well groomed." The poster was made by mounting illustrations of good grooming—such as well-manicured nails, well-shod feet, and appropriate clothing—and posting verses beneath them.

The illustrations were cut from magazines and newspapers. A detail of this display, the secretary's hair, is shown on page 157.

The verses read:

A secretary's hands should well  
Be groomed for they will tell  
Her faults and merits in a guise  
Employers learn to analyze

A secretary's face should wear  
A pleasant tribute, not a dare  
Good skin with colors faint beguile  
The hardest heart with every smile

A secretary's feet should step  
In beauty and with comfort's pep  
Fortunate feet in oxfords laced  
Are smart and comfortably graced

A secretary's hair should fall  
In simple styles that do not call  
For fussy care throughout the day  
But give her time to earn her pay.

A secretary's walk should show  
A state of health that's all a-glow

A secretary's clothes should be  
In style—cut to a tailor's T.  
A freshness that is trim and neat  
Will place advancements at her feet

There are seven other displays in this series: The perfect secretary has good health, has ambition, is versatile, is loyal, is courteous, is efficient, and (one great hodge-

podge, born of enthusiasm for the job, and made of odds and ends) "The perfect secretary has everything."

The poster illustrating good health offers, in sketch and verse, suggestions for maintaining health in spite of the confinement of secretarial work. One illustration advises participation in sports, a second shows a secretary asleep at an early hour, a third gives a sample of a properly balanced luncheon.

The poster entitled "The perfect secretary has ambition" has the following drawings: a girl reading a trade magazine dealing with her employer's business, with books on the subject piled on a desk near her; a student entering Northwestern University for night classes; a stenographer asking an executive to give her an opportunity to fill a vacancy as secretary.

The poster entitled "The perfect secretary has versatility" shows a girl performing a multitude of tasks. In drawings she relieves at the switchboard, she files, operates a mimeograph, computes sales on a calculating machine, takes dictation at a telephone, attends to a customer, and enters a public library to look up information.

"The perfect secretary is loyal" has but two drawings. In the first, a secretary, dining with two customers, remembers, according to the accompanying verse, that she must not discuss her employer's business with them. In the second, an employer is entrusting his secretary with confidential information, knowing that she will not discuss it with a curious group of co-workers shown in the outer office.

"The perfect secretary is courteous" shows a secretary calm and polite in three trying situations: she deals with an irate customer; she courteously corrects an officious office boy; she handles a difficult telephone call patiently.

"The perfect secretary is efficient" is composed of three sketches and a photograph with appropriate verses. A stenographer is shown consulting a well-filled memo pad with an outline of her day's work; she is filing neatly arranged material in a file with tidy folders; she is leaving at five o'clock with her desk cleared for the

next day's work. There is a photograph of a shorthand-notebook page, properly dated, with neat insertions, and a cross line to indicate that the notes have been transcribed.

"The perfect secretary has everything" represents the overflowing exuberance of the committee. The title and the unrelated material had the very dubious approval of the instructor, but the committee members found it the best fun of all, perhaps because they had a free hand.

Because there was so much material unused at the last month, and so many ideas unillustrated, the students compiled a great bulletin board full of general advice and pertinent suggestions. There were articles on seeking employment, sketches of young people being interviewed, lists of references on finding a job; beauty columns from newspapers and magazines with articles of interest to young girls; sketches and verses warning prospective secretaries to keep romance out of the office and to keep a sense of humor in.

The heterogeneous collection seemed to interest the students. Before and after class a group was usually found reading some part of the display.

### *The Performance Board*

The personality series was essentially the work of a committee assisted by enthusiastic suggestions from the class and by unobtrusive direction from the instructors. The Performance Board, on the other hand, was largely a competitive affair, which changed every month. On it was displayed the top performance of various secretarial duties. It carried a permanently lettered caption, "The Secretary."

The first display, "The secretary makes a report," was the result of a project in the secretarial-practice class. It is shown at top of page 157. Included in the display are the title page, the layout, the graphs, the tables, and the finished report. The distinction of making this display went, of course, to the student presenting the most accurate and artistic report.

The second display in this series was "The

secretary reports a conference." The students in the secretarial course at Wright Junior College take a basic college course consisting of English and surveys in physical, biological, and social science and humanities, in addition to their secretarial electives. In these survey courses, lectures are usually given by guest lecturers eminent in their fields. Students in the advanced shorthand course who were able to make a verbatim report of one of these lectures displayed their notes and their transcripts on this bulletin board.

The third display in this series is "The secretary chooses stationery." In the secretarial-practice class the instructors attempt to familiarize the students with the various grades and qualities of paper used in offices. The student who made the best collection of paper and submitted the clearest description of its use was permitted to arrange this display.

The title assigned to the fourth month's display was "The secretary sends out the mail." This also was a project in the secretarial-practice class, assigned while the students were studying the handling of the mail. The students were asked to bring in wrappers from letters and packages received at their homes or available to them in offices and to state the reason for the postage charge on each wrapper. The display consisted of wrappers illustrating local delivery, out-of-town delivery, air mail, special delivery, special handling, insured mail, etc. There were captions explaining each charge.

The fifth bulletin board was called "The secretary can find out." The class was studying reference books and sources of business information.

When the students had familiarized themselves with the reference books and knew where to turn for the answers to the more general problems that arise in the day of the secretary, several hundred questions were typed on cards and distributed among the class. The students were expected to decide the source of information, consult it, and make a report on their findings. The one who correctly completed the assignment in the shortest time was allowed to post the

display. This is a typical completed problem:

*Question:* Your employer is en route to Chicago from Portland, Oregon, on the "Portland Rose." Four hours after his departure you receive important information which you must telegraph him. To what town will you telegraph? How will you address the telegram?

*Source:* *The Railroad Guide.*

*Answer:* Mr. Employer, Passenger on Board Portland Rose, Union Pacific Railroad, Omaha, Nebraska.

The sixth and seventh displays were made while the class was studying correspondence. The sixth, "The secretary answers letters without dictation," was a display of the best answers to a collection of letters of inquiry and letters of complaint. The seventh, "The secretary handles social correspondence," was an illustration of typical formal and informal invitations with correct responses.

The eighth display was "The secretary uses business forms." A Chicago lithographing company supplied forms for the class. Through their use the students followed the flow of business through the various departments of the firm. The forms, properly filled out and with explanatory captions, comprised this display.

"The secretary writes the minutes" was the ninth display. Students holding offices in school organizations (and many of the secretaryships are held by students in this department) were encouraged to report the minutes of their clubs in parliamentary form. The neatest report was used on this final board.

### *The Achievement Board*

The Achievement Board, on which the instructors alone posted displays, did not follow a rotating plan but was a continually changing record of student achievement in shorthand, typewriting, transcription, and calculating-machine manipulation. Since it differs very little from the typical board in most secretarial classes, I shall not burden this report with a detailed description of it.

Because students of different ages and social levels react differently to rewards for achievement, we watched very carefully the interest and response of our students to the various records we posted. Their great-

est interest was in a complete record of individual improvement.

The students liked to watch their speed increase, their accuracy improve, or the number of mailable letters accumulate. They were interested, too, in their standing in relation to other members of the class and their relation to an arbitrary standard set by the instructor. No matter how low a student was in rank, or how far from the standard, he watched hopefully his ascent from the bottom.

For this reason, we made considerable use of scales showing rank in class, of individual-improvement charts, and of production-per-hour records. So satisfactory was a complete, public record of class work that the instructors no longer use the class record book. Every essential record is on the achievement board.

The chief advantage of this series of boards is that they follow a rhythmic plan on three continuing themes: personality, performance, and achievement. We use the bulletin boards consciously and vigorously as one of the strongest elements in visual education.

MISS HELEN B. BORLAND has been appointed by the regents of the University of Colorado to direct a new secretarial-training course, which is to be added to the university's School of Business curriculum.



Miss Borland, whose title will be assistant professor of commercial science, has taught commercial subjects in the University summer school for two years. During the fall quarter of 1938 she did graduate work in education at the Univer-

sity and then continued her work toward a doctorate at Columbia.

She is a graduate of the University of Colorado, Boulder, and has her master of arts degree from Columbia.

Before going to Colorado she taught secretarial training at Marshall College, Huntington, West Virginia, and headed the commercial department at Northern Montana College at Havre.





# Motion Pictures

## FOR BUSINESS EDUCATION

LAWRENCE  
VAN HORN



**D**EWEEY AND DEWEEY, Number One Main St., Racine, Wisconsin. Sell 35mm. filmstrips and projectors. Filmstrips are not motion pictures, and must be shown on a filmstrip projector. Each filmstrip contains a series of still pictures or frames, containing a diagram, table, picture, or explanatory legend, and may be left on the screen as long as desired. Filmstrips sell for \$2 a roll, less 3 per cent for cash with order. Special offers are available when bought in series or with a projector. Only a few of special business value are listed below. A great many are available for such subjects as vocations, geography, general business, agriculture, etc. For additional listings, write the distributors. The following are all filmstrips, 35mm., and each sells for \$2.

*What Is Salesmanship?*—41 frames, No. 2041. Includes the following: A young man seeking a job; how the accountant guides his employer by interpreting his books of account; how the banker sells securities and his personal integrity; and others. Illustrates the process of selling everyday products such as automobiles, clothing, etc.

*Why Study to Be a Salesman?*—35 frames, No. 2042. Shows what the salesman must learn about his job, his company, product, territory, and markets. How to analyze the steps of each sale and get the order.

*Life Planning—How and Why*—32 frames, No. 2020. This film opens a new vista of life as

it should be for the students of today and the citizens of tomorrow.

*The Planned Life*—20 frames, No. 2021. Shows young people how to plan ahead to select the vocation for which they are best suited.

*Planning Your Personality*—22 frames, No. 2022. Shows that personality develops as a result of building character and regulating conduct.

*Why Do People Work*—32 frames, No. 2023. Why it is necessary to work, various types of work, reaching a goal.

*The World of Work*—30 frames, No. 2024. Shows the three vocational levels, a job, an occupation, and a vocation or profession. How to rise from one level to another.

*The Six Main Vocational Fields*—43 frames, No. 2025. Agriculture, business, homemaking, industry, the service trades, and the professions.

*Business*—32 frames, No. 2027. Shows the relation of production, distribution, administration, and consumption.

*Industry*—54 frames, No. 2028. The five main classifications of industry: Mining, public utilities, building trades, manufacturing, and railroads.

### A Handy List of Source Material

(Continued)

**V**ICTOR CLASSIFIED FILM SOURCE DIRECTORY of 16mm. Film Sources, 17th Revised Edition, published by Victor Animatograph Corporation, Davenport, Iowa. The directory sells for 50 cents. When ordering, address the Directory Editor.

This listing shows where 16mm. silent and sound films may be bought, rented, or borrowed free. The sources are divided into three general groups, depending on the types of films distributed. A bibliography of "Suggested Reading Sources" is included.

**T**HE FILMOSOUND FILM LIBRARY BOOK, published by Bell & Howell Company, 1801 Larchmont Ave., Chicago, Ill. A sixty-four page directory containing titles, description, classification, and pricing of more than 2,800 reels of sound-on-film motion pictures for rental or sale by the Bell & Howell Filmosound Library.

Contains features, comedies, cartoons, and various educational subjects, and is well illustrated with scenes from listed films. Also contains information about booking, servicing film prints, etc.

There is a separate eight-page alphabetical index. Both are "binder-punched" for later additions.

A copy is free to every owner of a 16mm. sound projector registered in the Bell & Howell files. Additional copies and copies to nonowners of sound equipment may be purchased for 25 cents each.

# Are There Any Questions?

*This educational service is brought to you by arrangement with Teachers College, Columbia University. Questions on education may be submitted through the B.E.W.*

**Question:** What do the terms 'Vocational Education' and 'Vocational Guidance' mean? Is there any difference?

**Reply:** Vocational education is training for a particular trade or line of work. Its purpose is to qualify students for jobs. Trade schools, secretarial schools, etc., come under this category.

Vocational guidance has for its purpose the aiding of people in selecting the line of work for which they are best fitted. It analyzes particular aptitudes, suggests appropriate fields, supplies information as to the requirements and possibilities of various occupations, and often goes on to indicate what steps should be taken to enter a chosen occupation.

**Question:** How much of the school revenue is obtained from the states and how much from local funds?

**Reply:** The distribution of the sources of school revenue vary widely from state to state. According to government figures, the average distribution for the country in 1935-36 was 29.3 per cent from state funds; 7.2 per cent from county funds; 63 per cent from local district funds; .5 per cent from Federal funds.

**Question:** What proportion of the school population of the United States lives in rural areas? What are the figures on the number of rural schools as compared to the number of city schools?

**Reply:** According to figures contained in the *Educational Yearbook* for 1938, 50.03 per cent of all children in the United States between five and seventeen years of age live in rural areas. Of the total school enrollment, 49.3 per cent live in rural areas (open country or towns of less than 2,500 population).

Because the rural population is spread so much more thinly than the urban, 90 per cent of the elementary schools in the United States and 78 per cent of the high schools are rural. All told, there are about 210,000 rural schools.

**Question:** How many junior colleges are there in the United States? How rapidly is the number increasing?

**Reply:** For the year 1937-38 there were 556 junior colleges, with an enrollment of 155,588. Of these, 250 with 70 per cent of the total enrollment were publicly controlled.

In the past eight years the enrollment in junior colleges has more than doubled. In 1929-30 there were 436 junior colleges with an enrollment

of 74,088; in 1933-34 there were 521 with an enrollment of 107,807.

**Question:** Of the present adult population of the United States how many completed high school? Grade school?

**Reply:** Of the 76,000,000 adults in this country today, 12,000,000 finished high school; 32,000,000 finished the eighth grade of elementary school.

The Bureau of Educational Research in Science, under the direction of Professor S. Ralph Powers of Teachers College, Columbia University, in a recent report based on the best scholarship available, points out that there is no evidence forthcoming from the studies of human heredity that would justify the view that any one race is superior to any other in the much-flaunted socially significant traits such as honesty, ambition, and intelligence.

"It is important to realize that the genetic differences between races are extremely small," the report explains, "in comparison to the individual differences within the races themselves. The central theme in teaching this subject today is to emphasize the worth of an individual as an individual and not as a member of a particular race."

The idea that education was solely a matter for a teacher and a group of young things has been lost somewhere along the way, in a remarkable change of public opinion. To the rescue of adults came Dr. Edward L. Thorndike, of Teachers College, Columbia University, with his declaration, backed by research, that learning power is based on interest, and not on age; that there is no appreciable difference in the ability of the man of forty-five and his son of twenty when it comes to absorbing new information; that any adult who is not demented can learn most of what he needs to learn.

**Question:** Is enrollment in elementary schools declining?

**Reply:** Yes. Because of the falling birth-rate, elementary school enrollments declined 4.2 per cent from the peak of 21,278,593 in 1930 to 20,392,561 in 1936, the last date for which complete figures are available. The decline is continuing, and it is estimated that there will be almost 2,000,000 fewer children in elementary schools in 1940 than there were in 1930. On the other hand, enrollments in high schools are increasing.

# Self-Test on Shorthand Theory

No. 7 of a Series Prepared by LEONARD TRAP

*Chatham, Ontario, Canada*

EDITOR'S NOTE—It is suggested that teachers and teachers in training ask themselves these questions that Mr. Trap asked himself in learning shorthand. The figures following the questions refer to the paragraphs in the Anniversary Edition of the Gregg Shorthand Manual.

## THE CONSONANTS

CAN you give from memory all the characters of the Gregg Shorthand Alphabet as they appear on the page facing page 1 of the Manual?

Which characters are written forward? Which forward and upward?

What is the sign for *k*? (2)

What word does it represent? (2)

What prefixes are expressed by *k*, and when? (80) When are *com* and *con* not expressed by *k*?

What word-beginnings does it express? Joined or disjoined? (209)

What word-endings does it express? Joined or disjoined? (230)

For the name of what state in the U. S. is *k* the abbreviation? (238)

How is the word *counter* written? (219)

What is the sign for *g*? (2)

What is the name for this sign, and why is it so called? (3)

What words does it express? (2)

What word does it express in *phrases*? (171)

What *word-endings* does it express? Joined or disjoined? (230)

What does *g* express when used with figures? (204)

After what article and words may this sign be used? (205)

What is the sign for *r*? (2)

What words does it express? (2)

When does a disjoined *r* express *er*, *or*? When is the *r* joined? (76)

When does a left-motion circle express *er*, *or*? (76)

When is *r* following a vowel expressed by a left-motion circle? (71, 161, 163)

When is the circle placed above the next stroke, and when below? (161)

When is *r* omitted? (165)

How are the syllables *tern* and *dern* written? (166)

How is the syllable *ther* expressed? (168)

When is *re* not expressed by *r*? (147)

What abbreviation is expressed by two joined *r*'s? (195)

In forming the derivatives of what words is it not necessary to disjoin *r* to express *er*, *or*? (211)

What word-beginning does disjoined *r* express? (209)

What word-endings does *r* express? (227, 230)

What is the sign for *l*? (2)

What words does it express? (2)

How is the combination *ld* written? (136)

What suffix does *l* express? (183)

What word-ending does it express? (230)

What is the sign for *n*? (2)

What words does it express? (2)

In negative forms beginning with *n*, how is the negative form distinguished from the positive? (107)

What does *n* stand for in expressing figures, and where is it then placed? (204). When may *n* be used as such a sign? (205)

In what phrase does *n* express *annum*? (206)

What word is expressed by *n* in many phrases? (221)

What word-beginnings does *n* express? (209)

How is the word *enter* written? (219)

What is the sign for *m*? (2)

What words does it express? (2)

In negative forms beginning with *m*, how is the negative form distinguished from the positive? (107)

For what syllable is *m* used? (127)

For what word does *m* stand in phrases? (171)

What does *m* express in writing figures, and how is it positively distinguished from *n*? (204)

What article or words may this sign follow? (206)

What word-beginnings does *m* express? Joined or disjoined? (214)

What word-ending does it express? Is it joined or disjoined? (230)

What name termination is expressed by *m*? (240)

What is the sign for *t*? (2)

What words does it express? (2)

What does *t* express at the end of words? When is it joined? When is it disjoined? (59, 182)

When is final *t* omitted? (174, 175)

In what words must final *t* be written? (176)

In forming derivatives of words ending in *ct*, is the *t* expressed or omitted? (211). What rule applies to the primitive form? (175)

What word-beginning does *t* express? Joined or disjoined? (214)

What is the sign for *d*? (2)

What word does it express? (2)

## New Commerce Building for Boston University

BOSTON University's new Charles Hayden Memorial building of the College of Business Administration, built for the education of the businessman of tomorrow, welcomed nearly 4,000 students this fall. An elaborate dedication program



on September 26, announced by Dr. Daniel L. Marsh, University president, and Everett W. Lord, dean of the College, has opened a new era for the quarter-century-old college of business.

The new \$1,150,000 building, situated on the Charles River, on the opposite bank and midway between Massachusetts Institute of Technology and Harvard University, forecasts a new educational center for Boston. Of modern Gothic design, the building follows the theme of St. Botolph's tower, in Boston, England, a relief of which appears over the center door of three bronze doorways at the main entrance. The old English tower, known as the "Old Boston Stump," is one of the best examples of perpendicular Gothic architecture.

The new building has thirty-six classrooms, on four floors. Most of the rooms and offices have acoustic ceilings, and many of the rooms are furnished to accommodate special types of classes.

The assembly hall, which projects behind the main building and has a seating capacity of 1,500 persons, is one of the most beautiful parts of the building. The hall is finished in Australian lace wood and mahogany, with metal molding, and is the largest hall in any of the University's buildings.

One of the most modern features in the

building is the sound-proof radio broadcast room.

Journalism facilities include a laboratory furnished with a newspaper copy desk, a special library, and a printing laboratory to be used by both journalism and advertising students. Other laboratories are equipped for psychological and special experimentation.

One of the most impressive rooms in the building is the library, with its high-vaulted ceiling and two-story-high book stalls capable of housing a huge collection of business and standard reference books of every description.

Ample recreation space is also provided.

The massive structure of Indiana buff limestone, built as the first unit of Boston University's future centralized campus, can be best characterized by the simple design on the floor of the main lobby. Surrounded by gleaming walls of marble, the center of the terrazzo floor reveals the design of a schooner with all sails set, bordered by the four points of the compass, denoting the basis of commerce around the world.—M. B.

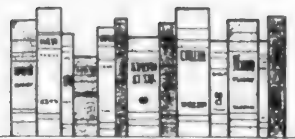
\*

MR. LONDON A. SANDERS assumed his new duties as assistant professor of business education at Madison College, Harrisonburg, Virginia, at the beginning of the fall term. He resigned his position as head of the commercial department in the Pikeville (Kentucky) High School in order to accept the new appointment. Mr. Sanders' teaching experience has also included the college level. He will give courses in typewriting, office practice, and account-



ing in the Madison College business-education department, of which R. E. Slaughter is head.

He holds the degrees of Bachelor and Master of Science in Education from the University of Tennessee, has had special business training at the Bowling Green (Kentucky) College of Commerce, and is pursuing doctoral studies at the University of Pittsburgh.



# Your Professional Reading

**MARION M. LAMB**



Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.

**O**CTOBER, month of golden sunshine, invites us to spend every leisure moment out of doors, but its early evening shadows and sharp autumn chill after sundown turn our thoughts to the approaching winter evenings to be spent at a fireside. That is the season when we turn to books with greatest pleasure—to entertaining books, informative books, books to be shared with friends, even to demanding books which require solitude and concentration.

The books listed in this column belong, for the most part, to the last group. They are not the informal fireside companions we seek for relaxation and entertainment, for their primary purpose is to instruct their readers.

A return to student status in our reading may not appeal to us, but the reversal of roles is good for us; and when a book contributes to our effectiveness as persons or teachers, we are grateful to the writer who has, through the magic power of words, added to our stature.

## Hints to Business Maidens

By Phoebe Mills, Meador Publishing Company, Boston, 1939, 44 pages, \$1.

Miss Mills is owner and director of Miss Parker's Business Service, in Boston, which specializes in office employees.

The nine short chapters that comprise this little handbook of advice to office workers and applicants for positions contain the same old rules

about personal grooming and sensible conduct that we all know but evidently do not impress upon our students.

No doubt our graduates, faced by a possible employer, work themselves into an unbecoming, hence fatal, lather as they try to prove mental prowess and superior skill. All of this makes us wonder if marks in vocational subjects should not be based less upon mastery of subject matter and more upon mastery of self.

Miss Mills' suggestions concerning wardrobes are very practical, and the one brief page devoted to employer-employee relationships should be read by every romantic soul who hopes to find her Big Moment (and, for the time being, a job) when she answers the advertisement. Romance, it seems, is seldom wrapped in carbon paper.

The statement that the impression the applicant makes at the employment bureau often wins or loses a position is probably needed by miserly misses who save their smiles and charming manners for the interview with the employer, never realizing that they may not get that far.

The title of this book baffles us. At first sight and sound, it is delightfully breezy, but the writer's terse, matter-of-fact chapters lead us to the suspicion that she may mean the title to be literal, rather than casual. Can it be that one calls stenographers "business maidens"—even in Boston?

## Grading Scales for Typewriting Tests

By Howard Z. Stewart, Butler University, Indianapolis, Indiana. Garrard Press, Champaign, Illinois, 1939, 75 cents.

The twenty-two grading scales, with directions for use, found in this book have been designed to assist the instructor in objectively grading the timed writings of high school students. The twenty-two scales cover two years of typewriting instruction.

The person checking need only follow down the "Strokes" column until he finds the range in which lies the number of strokes written. Upon moving to the right to the proper "Error" column, he finds the net rate per minute and the percentage grade. At the discretion of the teacher, the letter grade equivalent for the percentage grade may be used.

Those progressive teachers of typewriting who have adopted the plan of permitting students properly and neatly to erase errors and insert the correct letter or character will find the scales may be used successfully, for as the errors decrease through erasing, the strokes decrease proportionately. Thus, improved erasing efficiency will result in higher net rates and in higher percentage grades.

Probably the most important among the several values to be found in the use of the scales lies in the opportunity given students to know how



they rank in such tests because the scales are objective statements of student achievement in proportion to the weeks spent in study.

### ***How to Write for Radio***

By James Whipple, Radio Department, Lord & Thomas. Whittlesey House, New York, New York, 1938, 414 pages, \$3.50.

Mr. Whipple is instructor of radio classes in the University of Chicago. He knows well what the beginning radio writer is likely to do wrong, and he tells how to avoid it.

After listing the factors that make radio dramas appeal to the radio audience, he tells how to present the drama so that the listener can "see" the action mentally.

The book includes scripts of many programs, with dialogue and sound effects, followed by Mr. Whipple's explanatory comments.

This is distinctly not one of the "you, too, can make a fortune" books, but it has a most encouraging effect on the reader, just the same, because it is both thorough and lucid.—D. M. J.

### ***The Progress of Distributive Education Under the George-Deen Act***

By Alfred A. Sessa, *Journal of Retailing*, XV:2 (April, 1939), New York University School of Retailing, 100 Washington Square East, New York, N. Y., 25 cents.

Anyone interested in distributive education under the George-Deen Act—and everyone in business education should be interested—will find no better source of information about present status than this article.

Mr. Sessa presents the results of a questionnaire survey of progress under the Act in well-organized style.

He tells that only eight states have fully accepted the Act and that thirty-eight states are carrying on at least an experimental program. In 1937-1938—the first year of the program—33,613 workers were enrolled in part-time and extension courses, while 2,452 high-school students were enrolled in co-operative part-time classes in retailing.

Other matters reported are: Administration and supervision, financing, requirements for supervisors and teachers, courses and subject matter, and teaching personnel.

A list of problems, with comments on each, is appended. A pressing problem is how to help the small-business owner, who frequently fails in business, rather than the department-store executive who would give the training at his own expense if this Federal aid were not available.

An especially significant paragraph for business education is:

"... Mr. B. Frank Kyker is a firm advocate of prevocational training in this field and feels that given a well-trained teacher, a willing student,

and the proper course of study an efficient distributive worker can be produced. Advocates of prevocational training point out that the field needs 130,000 new workers every year. For most of them, this is their first job. The schools are training only 32,031 (1938) for these positions. Incidentally, in the main, these secondary-school courses given are not vocational, but involve general salesmanship and related subjects. Thus, there is no question that training is needed to prepare prospective workers for initial positions in retail establishments."—J. G.

### ***High-School Journalism***

A Course of Study Built Around the School Newspaper, by Harold Spears, director of research and secondary education, Evansville, Indiana, and C. H. Lawshe, Jr., Division of Education and Applied Psychology, Purdue University. The Macmillan Company, New York, 1939, 464 pages, \$2.

Here are direct helps for teachers, whether experienced or not, in addition to unusually specific and worth-while instructions and suggestions for students. Part I, 221 pages, covers every phase of high school journalism that is needed by beginning newswriters. Part II, 230 pages, is for advanced newswriters, who intend to make journalism their vocation.

There are hundreds of illustrations—cartoons, halftones, charts, forms, type styles—and enough suggested assignments to give student journalists a solid foundation of experience.—D. M. J.

### ***Choosing the Right Career***

A Book for Boys of College Age. By Edward B. Toland, D. Appleton-Century Company, New York, 1939 (Revised Edition), 216 pages, \$1.50.

Mr. Toland, head of the history department of St. Paul's School, Concord, New Hampshire, has had widely diverse vocational and personal experiences which should qualify him to write a book of sound advice to boys about to choose their life work.

The book lists the requirements, types of work, advantages, and disadvantages of twenty careers frequently chosen by boys finishing their secondary school. These are listed, in Chapters 3 to 22, inclusive, as follows: *College, Manufacturing, The Merchant, Advertising and Salesmanship, Commercial Banking, Investment Banking, Public Accounting, The Private Secretary, The Consular Service, Journalism, Politics, Real Estate, The Lawyer, Medicine, Architecture, Engineering, Chemistry, The Schoolmaster, The Ministry, Farming.*

The titles of the chapters reveal the possibility of better organization and labeling of material. Unfortunately this criticism holds for the sub-

stance of the author's thoughts as well as for their arrangement, for he offers opinion as fact in manner quite omniscient:

"History is the most important of all studies (presupposing a knowledge of reading, writing, and arithmetic)." (Page 60.)

"If I was fifteen years old," said Frederick Ireland, official reporter of the United States House of Representatives, "and wanted to be earning \$25,000 a year in some big business by the time I was thirty, I should learn shorthand thoroughly and in some way get into the general manager's office as a stenographer. It is the easiest way I know to burglarize success." (Page 115.)

"The life of a newspaper man is not an easy one. He should start out by reporting, which is a dog's job." (Page 120.)

"People who don't read simply don't enjoy life. They can't understand things." (Page 196.)

Mr. Toland's unquestionably sincere effort to help boys to determine their course of life is handicapped by such inaccuracies of thought and language, by his assumption that statements made

many years ago are true today, and by a subjective point of view which evidently does not encompass the great contributions made by men who have had no interest whatever in academic pursuits. When he speaks of political matters, he is dogmatic beyond pretense of tolerance and likely to lead his readers to reactionary views rather than to agreement.

The author's repeated insistence that a career must above all be congenial if it is to lead to permanent success and satisfaction is especially needed at this time, when pay checks are too often the only goal. It is the vigorous moral tone of the book which recommends it as a possible choice for your school library.

Four chapters in the book, two at the beginning and two at the end, which supplement the chapters on specific vocations, cover a broad range of information classified under the headings *Purpose of Vocational Guidance*, *Elementary Economics*, *General Business Principles*, and *In Conclusion*. The facts presented have been predigested by the author, but they nevertheless hold some nourishment for young minds.

## Widening Horizons

*New perspectives, fresh ideas, and an insight into the accomplishments of others bring greater incentives for the day's work.—G.N.*

EDUCATING OUR CAPACITY TO CHOOSE, Fred Eastman, professor of biography, literature, and drama, The Chicago Theological Seminary. *The Bulletin* of the Department of Secondary-School Principals of the National Education Association, May, 1939. Department of Secondary-School Principals of the N.E.A., 5835 Kimbark Avenue, Chicago.

"The strongest principle of growth lies in human choice."—*George Eliot*.

In the public discussions about education in recent months little attention has been paid to the necessity of developing the human capacity to make wise choices. Still less has been given to the exercise of the faculty of choice in seeking the abundant life we all want.

From morning till night, our lives are beset by the necessity of making choices. What to eat or not to eat, what to drink or not to drink, what to read or not to read, what movies to see, what radio programs to hear, what work to do, what political party to support, what friends to seek—these choices make the essential business of daily living. We cannot escape them.

If we make the right choices and keep on making them, we gradually gain a good reputation, win the confidence of our fellows, and prosper. Therefore, training an individual for life—or educating him—is a matter of training him to make the good choices.

Education, to be effective, must train the emotions as well as the intellect. Training the head without the heart is not education.

Under a dictatorship, people are deprived of the privilege of making their own choices. The dictator tells people what to do, whom to vote for, what to believe. He controls the press, the radio, the schools, and even the churches. People are thus deprived of the exercise of that capacity of choice which is essential to their own development.

Here in America, our forefathers fought a bloody revolution to gain for themselves and for us the right to choose our own rulers, levy our own taxes, build our own temples. That liberty of choice in our national affairs is our most precious heritage. If we relinquish our right to make our own choices in politics, or government, or morals, we shall no longer be a democracy. We shall have surrendered our birthright.

Human beings, parents as well as children, must be taught to choose between the various ways of life. Everyone wants an abundant life. But what is the abundant life, and which road leads to it? In the last analysis, the many ideas about it boil down to two.

One is that it is a life of abundance of things, money, activities, power. This is and probably always has been the common notion. The siren voices of myriad salesmen proclaim it. We can have life abundant, they say, if we have more

furniture, more automobiles, more radios, and more money. Yet human experience gives the lie to this conception.

The other idea of the abundant life holds that it is an inner life of convictions, of creative energy, of social compassion, and of the outreach of affections in works of courage and kindness.

Between these two concepts of the abundant life—the acquisitive and the spiritual—lies every human being's greatest choice. What more important goal could education have than developing the capacity to make that choice wisely?

If, then, choice plays a major role in the daily life of every member of a free society, and if the right of choice is essential to that freedom, and the exercise of choice is essential to the development of character, and the guidance of choice is by the emotions more than by the intellect, and the goal of choice should be toward an abundant life conceived in spiritual and social terms rather than acquisitive ones, then the conclusion seems inescapable that the conscious recognition of the nature and the importance of choice must be basic in education.

Education, whether in home or school or church, is on the right track only when it is developing the capacity to choose and directing human choices toward spiritual and social ends.

**BEAUTY IN THE CAFETERIA**, Eleanor Shepherd Thompson, associate professor, Oklahoma A. and M. College. *The Nation's Schools*, September, 1939, 919 North Michigan, Chicago. 25 cents.

An attractive school cafeteria is important, particularly if its value in the development of cultural background for the nation's children is considered. This value cannot be achieved when the cafeteria is badly located, perhaps in a cheerless basement, when its furnishings are flagrantly institutional and its color scheme is somber. A current problem, then, is to bring it into the modern educational trend by making it cheerful, interesting and beautiful.

In its early days, the school cafeteria was strictly utilitarian. Later, a change occurred and dietitians gave some thought to the beautification of the food counter, making it attractive in arrangement and color. Although both were recognized as adding appeal to the food, evidence accumulated indicating that color was the more effective as an *apéritif* for children. Pleasing color combinations in salad plates, for example, added to their sales value. What attracted the eye whetted the appetite and tickled the palate.

The art ideal can be extended over the whole room to make it charming and stimulating and to prevent it from being dismal, poorly lighted and, often, too brown. Above all, the aim of any decorative plan should be to make it interesting and pleasant for the pupils.

Cafeteria windows should be wide and lofty to add spaciousness, especially if there is an interest-

ing view. Steel uprights between them help create a large area of unbroken light. When windows are along one side only, mirrors may be employed on the opposite wall for balance and light reflection.

In spite of the urgency for ample window space, provision should be made to shut off direct sunlight.

Draperies for the windows should register as color rather than as pattern.

In the school cafeteria, agreeable surroundings will verify the adage, "Now good digestion wait on appetite, and health on both."

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**THE** philosophy of commercial education is primarily the philosophy of general education plus specific knowledges, specific attitudes, specific abilities, specific skill, specific appreciations, and specific problem-solving techniques that enable the student to be vocationally and avocationally efficient and help him to serve society through the medium of business with a well-balanced solution of the problems raised by the policies and practices of commercial education.—V. E. Breidenbaugh.

## Dr. Butler Defines His Idea of Education

"**E** DUCATION is something very much broader and deeper than instruction of any kind, and it is something very much broader and deeper than preparation for any particular calling in life," said Dr. Nicholas Murray Butler, president of Columbia University, at the Congress on Education for Democracy, held at Teachers College.

"Both instruction and vocational preparation fit into the process of education, but they are in no sense identical with it. Indeed, instruction is a subordinate instrument in education, example and discipline being both more important and more powerful. Just so, vocational preparation is and can be only a subordinate part of preparation for life itself.

"Education, as I defined it a long generation ago, must mean a gradual adjustment to the spiritual possessions of the race, with a view to realizing one's own potentialities and to assisting in carrying forward that complex of ideas, acts, and institutions which we call civilization. Those spiritual possessions may be variously classified, but they are certainly at least five-fold: The child is entitled to his scientific inheritance, to his literary inheritance, to his esthetic inheritance, to his institutional inheritance, and to his religious inheritance. Without them all he cannot become a truly educated or a truly cultivated man."—From "School Management," September, 1939.



# Shorthand Practice Material

## THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

### The Isle of Enchantment

By SHIRLEY RADKE

TREASURE ISLAND, in San Francisco Bay, is Exhibit A of man's ability to overcome all obstacles.<sup>20</sup> None of the natural islands in the Bay could be used as the site for the Golden Gate International<sup>10</sup> Exposition, so engineers set eleven dredgers to work bringing sand from other parts and depositing<sup>90</sup> it near Yerba Buena Island. Eventually, the deposit rose above the surface of the Bay, the<sup>80</sup> man-made island was shaped to a rectangle, and a deep sea wall constructed around it. Ten thousand piles were driven<sup>100</sup> to rock bottom through the sand, as a firm foundation for the Exposition buildings. A curved causeway was<sup>120</sup> constructed from the island to Yerba Buena and the San Francisco Bay Bridge, the sand was drained by special process<sup>140</sup> to eliminate salt and prepare it for landscaping and flower beds—and then arose the most picturesque<sup>160</sup> group of buildings to be found anywhere.

The general architectural theme is Cambodian, although sections<sup>180</sup> depict the several and varied countries in the Pacific area. As one approaches the Island<sup>200</sup> from San Francisco, the Far East Elephant Towers, set above and in the center of an immense wall, hold the<sup>220</sup> attention. Beneath them stretches the magic carpet, acres of varicolored ice plant arranged in a Persian<sup>240</sup> rug design. Palms border the drives along the water's edge.

Leaving the boat, we approach the wall and find it constructed<sup>260</sup> in three sections, thereby protecting the remainder of the island from the biting cold wind that frequently<sup>280</sup> sweeps through the Golden Gate. Walking through the openings in the wall we come into the Court of Pacifica with<sup>300</sup> the gigantic figure, portraying the Races bordering the Pacific, standing before a metal curtain<sup>320</sup> and looking down upon her own gardens, pools, and fountain, and beyond to the Court of Seven Seas and the Tower<sup>340</sup> to the Sun. Close by is the Pacific Basin area—a Latin American courtyard surrounded by<sup>360</sup> buildings of different sizes and shapes, set in colorful gardens, all bordering or looking upon a great<sup>380</sup> lagoon that wanders into fascinating corners under

Oriental bridges and out into the circular<sup>400</sup> Lake of the Nations. The soft, fascinating music of the Marimba bands and groups of costumed natives lures one<sup>420</sup> into this section, and the music lingers as you stroll past the exhibition buildings of Central American<sup>440</sup> countries, Bali, Johore, Mexico, and Panama. The Philippine building is one of the most interesting,<sup>460</sup> with its green copper roof and pearl windows. Hawaii, Australia, New Zealand, French Indo-China with its<sup>480</sup> indoor courtyard, the fascinating Netherlands Dutch East Indies building where natives work diligently at batik,<sup>500</sup> handwrought silver, and colorful paper umbrellas, and the picturesque Japanese Pavilion, assembled<sup>520</sup> in Japan and set up in a typical Oriental garden, flank the stately glass Pacific House, situated<sup>540</sup> in the center of the lagoon and playing host to all.

Historical and scenic dioramas draw<sup>560</sup> crowds to the tremendous, colorful Federal Building, and the several state and county groups. The San Francisco<sup>580</sup> and California host buildings are connected by a court of gold and protect some of the loveliest<sup>600</sup> gardens on the grounds. The Spanish influence is displayed in an adjoining courtyard and building of Mission<sup>620</sup> architecture.

Thus we come to the southern end of the island, looking across the Port of Trade Winds to Yerba<sup>640</sup> Buena Island with the San Francisco Bay Bridge extending its vast arms in either direction. Here we find the<sup>660</sup> permanent structures: two great hangars, one at present housing a magnificent collection of art, the other<sup>680</sup> already used by the Pan American Airways for the giant clippers that take off each week for Honolulu,<sup>700</sup> Wake, Guam, Manila, and Hong Kong.

Between the second hangar and the Administration Building (serving now<sup>720</sup> as Exposition headquarters, and later for the Airport) is the charming sunken Garden of Enchantment with<sup>740</sup> its towering Old Faithful fountain and terraced flower beds. Looking out upon this garden on one side stands the<sup>760</sup> unique clubhouse of the Yerba Buena Club, the center of women's activities and special functions for<sup>780</sup> prominent and celebrated guests, open to members and their guests. The building is a modified South Sea hut,<sup>800</sup> aptly described as glass framed in gold. Its lanais or verandas extend in different directions

on each<sup>120</sup> level and offer shelter from the wind and sun amidst clumps of brilliant old-fashioned flowers—heliotrope, Martha<sup>140</sup> Washingtons, geraniums, and hydrangeas. The interior is impossible to describe, but<sup>160</sup> everyone who sees it agrees that here is the most beautiful building on the Island. It is thrilling to sit<sup>180</sup> in the French dining room with its lemon-yellow velvet wall hangings and watch the lights come on—the gold light in the<sup>200</sup> fountain, the French-blue wall beyond, the deeper blues and opalescent shading in the Court of the Moon that comes in<sup>220</sup> from our right, the rainbow colors of the fan search-lights thrown across the Lagoon from Yerba Buena Island on<sup>240</sup> our left—and beyond them all, the lighted buildings and silhouetted skyline of San Francisco in the distance.<sup>260</sup>

We finally leave this treasured spot and stroll through the courts—watching the moonlight effect of the crescent fountains pouring<sup>280</sup> into the pool that extends the length of the Court of the Moon, bordered by deep beds of purple violas into<sup>300</sup> which dark green formal trees have been set. Emerald green lawns border the walks. The walls of the general exhibit<sup>320</sup> buildings on either side have been transformed into shafts of blue, deepening almost to purple and then topped with<sup>340</sup> opalescent hues. We approach the Court of Honor and find large beds of giant Shasta daisies, masses of sweet<sup>360</sup> William, and orange and lemon trees laden with blossom and fruit surrounding the Tower to the Sun. The Tower<sup>380</sup> looks as though it has come out of an Arabian Nights tale, with its silver shaft extending into deep night, topped<sup>400</sup> by the golden Phoenix, and housing a 40-bell carillon. Royal purple lights the interior.

To our<sup>420</sup> right is the smaller but exquisite Court of Reflections, lighted in pastel shades, with two pools bordered by brown and<sup>440</sup> cream pansies, and reflecting the Tower at one end of the court and the Arch of Triumph at the other, leading<sup>460</sup> into the Court of Flowers—always delightful, with its eucalyptus trees and masses of brilliantly colored<sup>480</sup> blossoms.

We stroll back to the Tower and continue through the Court of Seven Seas, decorated by columns<sup>500</sup> constructed like the crow's nest and mast of a sailing vessel, bearing the names of the old ships that have made history,<sup>520</sup> and interspersed by marine niches that become amazingly real in opalescent light. And so we come back<sup>540</sup> to Pacifica, now with an ever-changing background curtain of solid color and looking down upon a<sup>560</sup> bubbling fountain that changes its colors with the curtain and looks for all the world like a huge jello pudding!

If<sup>580</sup> we have time, we climb aboard the low, rambling elephant train and take the sightseeing tour around the Island to<sup>600</sup> impress upon our thought the magic beauty we have seen, to watch the reflections of the elfin lanterns hidden<sup>620</sup> around the pools and the Lagoon, and carry away the remembrance of the gold and crimson Gambodian and<sup>640</sup> Elephant Towers, the purple and silver of the Tower to the Sun, and the inspiring golden Phoenix above<sup>660</sup> all.

The Phoenix, as legend goes, was a mythical bird that lived a thousand years, then destroyed itself by<sup>700</sup> cremation, and each time rose from its ashes more beautiful than before. It depicts,

here, the rise of San Francisco<sup>1400</sup> from its several fires and especially the catastrophe of 1906. Might it not also suggest<sup>1420</sup> man's dominion over the elements, the earth and the air, as displayed in the construction of Treasure Island<sup>1440</sup> and the Exposition, and the now commonplace flights over the vast Pacific, starting from its hangars? (1459)

## October

From "The Death of Our Almanac"

By HENRY WARD BEECHER

ORCHARD of the year! Bend thy boughs to the earth, redolent of glowing fruit! Ripened seeds shake in their pods. Apples drop<sup>20</sup> in the stillest hours. Leaves begin to let go when no wind is out, and swing in long waverings to the earth, which they<sup>40</sup> touch without sound, and lie looking up, till winds rake them and heap them in fence corners. When the gales come through the trees, the<sup>60</sup> yellow leaves trail like sparks at night behind the flying engine. The woods are thinner, so that we can see the heavens<sup>80</sup> plainer, as we lie dreaming on the yet warm moss by the singing spring. The days are calm. The nights are tranquil. The<sup>100</sup> year's work is done. She walks in gorgeous apparel, looking upon her long labor, and her serene eye saith, "It<sup>120</sup> is good." (121)

## Inspiration from a Stonecutter

THE MAN who makes a continuous effort has the law of averages working on his side.

Each salesman should<sup>20</sup> do what Jacob A. Riis did when he became discouraged. "When nothing seems to help," said Riis, "I go and look at a<sup>40</sup> stonecutter hammering away at his rock, perhaps a hundred times without as much as a crack showing in it.<sup>60</sup> Yet, at the hundred and first blow it will split in two, and I know it was not that blow that did it, but all that had<sup>80</sup> gone before."

Great battles have been won by following the philosophy of the stonecutter. At the battle of<sup>100</sup> Waterloo, the Duke of Wellington exclaimed: "Hard pounding, gentlemen, but we will see who can pound the longest."<sup>120</sup> Persistent pounding defeated even the genius of Napoleon!

Keep pounding away and the breaks will come! (139)—"The Silver Lining," issued by the Port Huron Sulphite and Paper Company, Port Huron, Michigan.

• • •

HENRY WARD BEECHER once was asked how he managed to get through so much work in a day. He replied: "By never doing<sup>20</sup> anything twice. I never anticipate my work and never worry about it. When the time comes to do<sup>40</sup> a thing I do it, and that's the end of it." (48)



## The Biggest Auction Crop . . .

*Presented by courtesy of the Irving Trust Company, New York City, in a series on American Industries and Banking.*

TOBACCO is the largest agricultural crop to be sold at public auction. While it is grown in more than<sup>20</sup> twenty states, the chief producing area extends from Georgia through the Carolinas to Virginia<sup>40</sup> and then westward to Tennessee and Kentucky. As the auctions swing northward with the growing season, the cash paid<sup>80</sup> to farmers brings a business revival which surges through the principal market centers—more than a hundred in<sup>90</sup> number—and spreads throughout the growing districts.

Tobacco's contribution to our national well-being goes beyond<sup>100</sup> the benefits to farmers and to merchants in tobacco-raising areas. Through sound management the<sup>120</sup> industry as a whole has been able to maintain payments in good times and bad to thousands of security holders.<sup>140</sup> Tobacco manufacturers have constantly improved the quality of their products with little or no<sup>160</sup> increase in prices. And the national Government receives in taxes from this industry approximately<sup>180</sup> as much as everyone in the industry, from farmer to storekeeper, receives in profits and wages.

Banks<sup>200</sup> extend a broad range of banking services to the tobacco industry, thus assisting in the world distribution<sup>220</sup> of America's biggest auction crop. (229)

### Brief-Form Letters

*Review of Units 1-6 from Edith V. Bisbee's "Brief-Form Drills"*

Dear Sir: I am in great need. I need much more money. I can get nothing. Could Mr. Cain give me more? I must go<sup>20</sup> to the market in the morning and I could come to see you then. Yours truly, (34)

Dear Sir: I can take any of the men the next market day, but I never go in the morning any more. Most<sup>20</sup> of the others go in the morning. Can any of them go when I go? Am I to take them with me? Yours truly, (40)

Dear Madam: Can you and the others come to another meeting? It must be in the morning because Mrs. Lane<sup>20</sup> cannot come at any other time. I could get another woman if Mrs. Dean cannot be there then. Yours truly, (40)

Dan: Is it the truth that without my aid nothing can be finished in time for the fair? I cannot give any aid<sup>20</sup> till next month because I am still too busy. I could be with you at that time if you desire my help then. Perry (40)

Mr. Harris: My men think they need more money than you gave them. Did you give them money to go by train? They desire<sup>20</sup> to go by air. That will take more money. I can give it to them if you desire. They plan to go in the morning.<sup>40</sup> Ralph (41)

Ella: Can you give me the name of the woman I met when I was with you in Erie? She said she would tell me<sup>20</sup> the date of the next meeting of the Market League. She has not given me this date, and I desire to go to that<sup>40</sup> meeting. I cannot think of her name and I must get it if I plan to go. Mary (55)

Dear Sir: Our time for finishing the mill has been limited to one month and the date has been

set for May 31.<sup>20</sup> The men think they will finish the mill in good time and that the machines can be put in place in June. Yours truly, (40)

Harry: It has been great in the country, this month. There has been little rain and the fishing has been good. Still, I plan<sup>20</sup> to come back to work on May 31 and the others can plan to leave then. Ned (34)

## Easy Letters for Chapter Four

By DAISY M. BELL

Dear Sir:

We are told that you are in need this Fall of more butter and eggs than you can get from your present dealer.<sup>20</sup> We have our own trucks and can get orders to you in a hurry.

We have a blooded herd of cattle that is hard<sup>40</sup> to beat. It gives milk almost as rich and thick as cream. Our chickens are famous for their eggs, which appeal to all who<sup>60</sup> see them. They are always fresh—their shells are always thin and rough, their yolks always look clear yellow.

We are not far away.<sup>80</sup> Come to visit us any day. We are listing people from whom business can be built up to full production.<sup>160</sup> We pay good wages to our employees; so we get help that is willing to earn what they get—no loafing on the<sup>120</sup> job. This keeps everything going along quickly and smoothly.

You should look at our chicken houses and our cattle<sup>140</sup> stalls. Everything possible is of cement. The walls and floors are sprayed every day. There are no spots and<sup>180</sup> no unsavory odors. The purchaser is taking no chances when he orders from us. We are equipped with<sup>160</sup> all the new methods for handling our work. We install new and better ways of doing things when they are first presented.<sup>200</sup> We won all the honors at the State Fair for methods of production.

We are prepared to ship in carload lots<sup>220</sup> if you wish. Our cars are equipped with coolers that keep goods sweet and fresh and sanitary.

We make every effort<sup>240</sup> to give people who get our butter and eggs a selection that can't be bettered. The wax seal on each box carries<sup>260</sup> the date of packing.

Pay us a visit—taste the good things we sell—and there is no question but that you will want<sup>280</sup> us to quote you on your orders, along with those from the leading hospitals and physicians who purchase from us.<sup>300</sup>

Yours very truly,

P.S. I almost forgot to tell you about our recipe book that is free with every<sup>320</sup> order for twelve dozen eggs. Good cooks like this book immensely. (331)

## Easy Letters for Chapter Five

By FRANCES C. MYERS

Dear Vi:

I can breathe with ease again for a while. I passed my semi-finals and, believe it or not, I've won that<sup>20</sup> 40-word prize in typing, too! I could always make my fingers fly (because of my piano lessons, I presume),<sup>40</sup> but to keep from touching wrong keys proved much too arduous for a human being like me to enjoy at first<sup>60</sup>—I couldn't be

annoyed until Dad promised me a wrist watch if I won that pin, and then I vowed I'd get it.

Wait<sup>100</sup> until I inform Dad of my success—perhaps it will help me persuade him to let me go with you to Cousin<sup>100</sup> Joel's this summer. He announced at lunch yesterday that if nothing unforeseen happens he is going to buy<sup>120</sup> a new car with all the proper equipment, load the family in, and drive East for our vacation. I would jump<sup>140</sup> at such an opportunity except that he never stops at the places I'd like to see. His idea seems to be to see how many miles he can go in a day.

I wish he would be sensible and permit me to go down<sup>160</sup> to the ranch. There would be more genuine enjoyment in that for me—riding horseback over the sagebrush in the<sup>200</sup> sunshine with real cowboys who can rope a steer and throw a lariat in "rodeo" style! And singing duets and trios with you and Miriam at night around the fire. But unless I go on a reducing diet and lose<sup>240</sup> my rosy cheeks I'll probably have trouble getting across to the folks the advantages of life in the wide<sup>260</sup> open spaces.

Here comes Miss Browning, with her usual frown. If she'd only smile she'd be quite nice-looking. I must<sup>280</sup> not let her catch me writing personal letters. At that, I might better be studiously working out my science<sup>300</sup> lesson, or Doc Ryan will read me the riot act!

But I must add this line—Ted Bowers inquires about you<sup>320</sup> quite often and pays you all kinds of compliments. He has a terrible crush! Has he begun writing poems to<sup>340</sup> you yet? I am dying to know.

Lydia (348)

## Easy Letters for Chapter Six

By LOTTIE CATON ABBOTT

Dear Miss Collegian:

The college girl dominates the fashions of the young woman of today. She and her clothes<sup>20</sup> get much newspaper advertising. She holds the attention of the fashion-conscious during "Rush" week. She sets the<sup>40</sup> style in campus togs. Except for the movie stars, no other plays such an important part in determining fashion<sup>60</sup> trends. She is something to be reckoned with as clothes go. That is why we are announcing what we believe is one<sup>80</sup> thing new under the sun—a department devoted to the college girl.

We have expended thought, time, and money<sup>100</sup> in our endeavor to create a department that is something different; unique in its appeal to the genteel<sup>120</sup> young woman. We have remodelled, refitted, and equipped our second floor for the purpose. Rich carpets, soft lights,<sup>140</sup> mirror-lined fitting rooms, and arrangements throughout have been planned as a perfect background for pleasurable shopping.<sup>160</sup> Every need and want of the girl, whether but beginning her college days or in her final year, have been our<sup>180</sup> first and only thought.

Our buyers are purchasing lines suitable for the miss and that will appeal to the most<sup>200</sup> particular. Every phase of a young lady's attire is being studied and chosen so that the opening<sup>220</sup> of this newly created department will outclass anything of its kind in the city. Whether your problem<sup>240</sup>

be shoes, dresses, suits, coats, or accessories, we plan to solve it for you.

Lines will be replete with fascinating<sup>260</sup> lingerie, frilly blouses, especially designed misses' dresses, swagger housecoats, dainty Sunday-night supper<sup>280</sup> frocks, bewitching formals, hats, neckwear, "hankies," and the Fashion Shoppe's own "College Girl" hose in all wanted shades to match<sup>300</sup> clothes for every occasion. In shoes you will find everything from "Keds" to dancing sandals.

Displays will be<sup>320</sup> ready for our Opening, Wednesday evening. Elevators at eight sharp. Music, flowers, souvenirs. Refreshments<sup>340</sup> and dancing. Remember the Fashion Shoppe has a date with you for their College Girl opening.

Cordially yours, (359)

## THE JUNGLE CIRCUS

From "Confessions of a Scientist"

By RAYMOND L. DITMARS

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MY MOVIE LABORATORY has become and continues to be an important part of my work. My idea<sup>20</sup> when I built the studio was to prepare a living book of natural history.

My assistant was<sup>40</sup> a young electrician who wanted to work into the technique of the movies. Andy was slight and freckled, and<sup>60</sup> his hair had a tendency to stand on end—probably from a habit he had of running his fingers through it.<sup>80</sup> He was never satisfied with anything. He was constantly making alterations, but I trusted this young<sup>100</sup> wizard, who seemed steadily to make everything better. True enough, my heart sank one evening when I found he<sup>120</sup> had my camera apart.

"It's binding in the gate," declared Andy. "That roughens the emulsion and gives you a<sup>40</sup> rub when the film goes into the valve of the take-up magazine. That's why you're getting static marks on your film."

The<sup>160</sup> reassembled camera worked perfectly, and there was no more static.

I had been making motion picture records<sup>180</sup> of insects and allied creatures. Along with the insect work, I was developing films showing the types of<sup>200</sup> locomotion among different kinds of small creatures.

But my money was giving out. Film was expensive. There<sup>220</sup> was the cost of the negative, the developing, and the additional expense of positive film for<sup>240</sup> projection. From the start I had made up my mind that I wouldn't borrow any money or ask for help. I wanted<sup>260</sup> to do exactly as I planned and pleased in building up a series of films, without accounting or outside advice.<sup>280</sup> There was only one thing to do, and that was to sell some. I made up several reels and took them to one of<sup>300</sup> the motion picture companies.

They said the scenes were fine, but they didn't like the arrangement. They suggested a<sup>320</sup> continuity of the scenes which clashed with my ideas. Another company suggested an entirely<sup>340</sup> different arrangement, with "funny" titles. It was the same story, all along the line. Everybody had<sup>360</sup>

a different suggestion. I came back with the reels, much *dejected*.

Andy and I had a conference. He<sup>300</sup> insisted that there wasn't any need of my keeping up his modest salary. That could stop until I was on<sup>400</sup> my feet again. But I told him that, while I *appreciated* this spirit, we would have to get money to carry<sup>420</sup> on normally, as there was the film to buy, and *electric bills* and installments on some of the lighting<sup>440</sup> apparatus to pay. I must seek a solution to the arrangement of my film scenes.

Andy had browsed around enough<sup>460</sup> to know something of the film business. He said that if there was any place in the world where suggestions were in<sup>480</sup> the air, it was among the movie people. They spent a great part of their time suggesting changes in each other's<sup>500</sup> ideas. If they couldn't see a picture without making suggestions, they figured the time wasted.

"If you'd hook<sup>520</sup> up some stuff to get a laugh, and shoot in some snappy titles, you'd sell the film—if you gave those guys a chance to make<sup>540</sup> a few changes—just to satisfy them."

My *dignity* as a scientist received a jolt. My *fine material*<sup>560</sup> arranged as comedies! But as Andy's advice continued, the jolts came harder.

"There's the cock-eyed lizard," he<sup>580</sup> suggested. "He'd get a big laugh."

I winced, as my studies of the eye movements of the chameleon, were thus<sup>600</sup> *designated*.

"There's the frogs with the suckers on their feet," continued Andy. "Work a couple of 'em on a rod. Twist<sup>620</sup> it around and if one falls off, all the better—"The On-and-Off-Again Brothers."

By this time my forehead was moist.<sup>640</sup>

"There's that paddle-foot frog that never comes out of the water, swims on his back, and does some great stunts. Call him the Diving<sup>660</sup> Venus."

I was stunned by the suggestions. They were like darts puncturing my *scientific* prestige. I glared at<sup>680</sup> Andy, but he wasn't through.

"You've got enough stuff with laughs to make up about four reels and call 'em the Jungle Circus<sup>700</sup> series. There you are, doc, you can knock their eye out with a set of reels like that."

"And lose my *reputation* in<sup>720</sup> doing it!"

Andy regarded me tolerantly.

"If any of the highbrows come back at you," he said, "tell 'em<sup>740</sup> you made the reels to get the kids *interested* in *animals*. You've got to sell some film, haven't you? You can see<sup>760</sup> the high-brow stuff doesn't go, can't you?"

With a guilty feeling slightly subdued by the thought that such pictures would<sup>780</sup> interest children, I started the preparation of the Jungle Circus series. Andy's advice continued to<sup>800</sup> be helpful, but nevertheless shocking.

The first thing we did was to make moulds and cast a series of toadstools in<sup>820</sup> plaster. When a group had been set up on a bank we collected a batch of toads, and to calm their restlessness put<sup>840</sup> them in the *refrigerator* for a quarter of an hour. They were chilled just enough to sit passively on the<sup>860</sup> toadstools, all facing the camera. Coming at the beginning of the reel they showed that a portion of the<sup>880</sup> "audience" was gathering to see the jungle circus. A scene of the chameleon followed, and a title<sup>900</sup> *indicated* that he also was a member of the audience, who fortunately could gaze upon aerial<sup>920</sup> acts with one eye and down into the arena with the other.

Various odd, small creatures appeared in flashes,<sup>940</sup> as members of the gathering clan.

To open the "acts" we picked a series of flying leaps from the end of a<sup>960</sup> branch by some little animals known as galagos, lowly members of the monkey tribe, inhabiting *Africa*.<sup>980</sup> This was followed by some hurdle jumps by African desert jerboas, which are long-legged kangaroo rats.<sup>1000</sup> I had already filmed them leaping over fair-sized stones, but Andy insisted they should be "worked" again jumping<sup>1020</sup> a row of professional-looking barriers. The effect was astonishing. They went over like trained kangaroos,<sup>1040</sup> as if they had been rehearsed to do it. Andy beamed.

The tree toads followed, and we found that they could climb a thick<sup>1060</sup> cord like gymnasts going hand-over-hand up a rope. Their expanded and adhesive toe-disks enabled them to<sup>1080</sup> do it. There were scenes of them going up the "ropes" to their aerial apparatus. For this we tried some experiments,<sup>1100</sup> one with a turning cord, another with a turning rod. The effect was of acrobats doing the giant<sup>1120</sup> swing, except that the dexterous fore-foot grasps and changes made in adapting the performers to difficult<sup>1140</sup> positions exceeded human *capabilities*. Occasionally one of them would fall off, but we had a<sup>1160</sup> soft layer of cloth underneath and out of sight, and the performer was not hurt. We ushered it into the scene<sup>1180</sup> again by sending it up the rope to the bar. Truly these tree toads deserved the title of the On-and-Off-Again<sup>1200</sup> Brothers. We had some hearty laughs ourselves.

The "big scene" in this first reel was one of my own design and *related*<sup>1220</sup> to the performance of a fly—a bluebottle fly. (1330)

(To be continued next month)

Only the words italicized are beyond Eighth Chapter

## STALEMATE

From "Page Mr. Tutt"

By ARTHUR TRAIN

### PART II

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HELEN RATHOM'S<sup>1520</sup> TELEGRAM to Ephraim Tutt announcing the death of his old friend and client came as a great shock, for they had<sup>1540</sup> always maintained their affection for each other, and almost every year Mr. Tutt had visited Springfield<sup>1560</sup> in the course of his wanderings.

It was on one of these occasions that he had drawn Ebenezer Williams' will<sup>1580</sup> and consented to act as his executor, adding jocosely: "It's a good deal more likely, Eben, that you'll<sup>1600</sup> come to my funeral than that I'll go to yours."

Now destiny had proved him wrong, and with sadness the old lawyer<sup>1620</sup> arranged his business with a view to going at once to Springfield to probate the will and to arrange for the<sup>1640</sup> administration of the estate.

The day after the funeral of Ebenezer Williams, Mr. Tutt betook<sup>1660</sup> himself to the office of Williams and Farnwell, for the purpose of making an inventory of the testator's<sup>1680</sup> papers, ascertaining the assets and liabilities of the partnership and securing such information<sup>1700</sup> concerning the cor-

poration's financial condition as might enable Helen to vote intelligently,<sup>1730</sup> at the annual meeting, the four thousand shares of stock deeded to her by her grandfather. Mr. Tutt<sup>1740</sup> had met Farnwell only once before and, though not prepossessed by his appearance upon that occasion, had<sup>1750</sup> accepted him less at his face value than at his partner's appraisal. He had had no means of knowing that this<sup>1760</sup> appraisal was—to say the least—a gross overvaluation.

Farnwell had learned with chagrin of Mr. Tutt's appointment<sup>1780</sup> as his partner's executor, for he had hoped to find that Mr. Williams had chosen for that purpose either<sup>1820</sup> himself or some local attorney who would be glad to play into his hands; and he foresaw that nothing could<sup>1840</sup> now prevent the discovery of his chicanery unless he could control the annual meeting and succeed<sup>1900</sup> in whitewashing the transaction by cancelling the notes of his dummies in exchange for a few hundred acres<sup>1880</sup> of swampland.

When, therefore, Mr. Tutt, whose reputation was familiar to him, entered the office and disclosed<sup>1900</sup> the fact that Ebenezer Williams shortly before his death had executed and delivered a deed of<sup>1920</sup> his four thousand shares of stock to his granddaughter—a gift made *de causa mortis*, as lawyers say—Farnwell was nonplussed,<sup>1940</sup> for he perceived that, though he himself held proxies for four thousand shares, he might well be blocked at the annual<sup>1960</sup> meeting either by Helen Rathom or by Mr. Tutt, as executor, whichever of them was legally<sup>1980</sup> entitled to vote his dead partner's stock. It was apparent to his cunning mind, untrained as it was in the<sup>2000</sup> niceties of the law, that here was an anomalous situation, for, though Ebenezer Williams had given<sup>2020</sup> a deed of his stock to his grandchild, the certificate itself had never been physically delivered or<sup>2040</sup> transferred to her, and was still in the firm's safe; while, on the other hand, the stock having been deeded to her during<sup>2060</sup> her grandfather's lifetime, it no longer belonged to the estate of Ebenezer Williams, nor was it subject<sup>2080</sup> to the control and disposition of his executor, unless the mere fact that the certificate still remained<sup>2100</sup> in his name should have this effect.

Though, to be sure, either Helen or Mr. Tutt, as executor of the<sup>2120</sup> owner, would one or the other be entitled to the stock, it might well be that in order to vote it the<sup>2140</sup> certificate must, in either case, be transferred, and that if its surrender could be delayed neither one of them could<sup>2160</sup> lawfully take part in the meeting.

It may seem incredible that justice should ever be jeopardized by so<sup>2180</sup> trivial a fact, yet unfortunately it is. Any one who has ever lost a stock certificate<sup>2200</sup>—particularly if such certificate belongs to an unsettled estate of which he is an executor<sup>2220</sup> or administrator—is familiar enough with the inconveniences and difficulties involved in a<sup>2240</sup> similar situation. Though Asa Farnwell wasn't at all sure just how the detention of the four-thousand<sup>2260</sup>-share certificate was going to affect the situation, or whether it would eventually affect<sup>2280</sup> it at all, he was clever enough to see that in any case it was a hostage to time, and that delay was<sup>2300</sup> the only thing which could prevent the disclosure of his criminality.

Anyhow, Ebenezer Williams'<sup>2320</sup> certificate was

in the office safe of Williams and Farnwell; the safe was partnership property; and nobody,<sup>2340</sup> until Ebenezer Williams' estate was settled—including the partnership accounting—had any right<sup>2360</sup> of access to that safe save by the surviving partner's permission or by an order which he might be sufficiently<sup>2380</sup> adroit to procure from a court of competent jurisdiction.

So now let the cat of ingenuity<sup>2400</sup> walk forth from the sack of legal technicality. We have set our trap for Mr. Tutt; and the question is,<sup>2420</sup> will he be caught in it or wriggle out? Let us hark back to his advent, in the company of Willie Toothaker,<sup>2440</sup> at the offices of Williams and Farnwell, where the latter, to his discomfiture, had just learned from Mr.<sup>2460</sup> Tutt of the deed to Helen Rathom of her grandfather's stock. The old lawyer had gone there for the purpose of taking<sup>2480</sup> possession of all his friend's papers, most of which had been kept in his high, old-fashioned mahogany desk; but<sup>2500</sup> the four-thousand-share certificate being in the safe, Farnwell had a fairly good excuse for not turning it<sup>2520</sup> over, until he should have time to consult his lawyer.

"Now, as regards the certificate representing Mr.<sup>2540</sup> Williams' four thousand shares of stock in our company," said he with an air of frankness, "it seems to me—in view<sup>2560</sup> of the fact that it was deeded direct by him to Miss Rathom—that I ought to deliver it to her personally.<sup>2580</sup> Don't you agree with me?"

"No," answered Mr. Tutt, quite unsuspecting what was behind the objection, "I<sup>2600</sup> don't agree with you. I'm Mr. Williams' executor, and I'm entitled to the custody of everything<sup>2620</sup>—no matter what—that was in his physical possession at the time of his death."

"But I'm not so sure of that,"<sup>2640</sup> returned Farnwell. "I'm sorry, but—"

"In addition to which I represent Miss Rathom as her attorney."

Farnwell<sup>2680</sup> smiled politely.

"It's quite embarrassing," he said, almost with naïveté, "and I hope you won't think me a<sup>2700</sup> pettifogger; but, you see, I'm responsible for what's in the safe, and that certificate represents an awful<sup>2720</sup> lot of money. Now first you come here as my partner's executor; and then you say you represent a legatee,<sup>2740</sup> which is an inconsistent position, it appears to me. If I give you the certificate on the<sup>2760</sup> theory that it belongs to Miss Rathom, and the estate turns out insolvent, I might be liable in some way<sup>2780</sup> if the gift weren't valid; and if it is valid, then it's just as easy to have her come here for it as to<sup>2800</sup> hand it to you, particularly as there's a question in my mind whether you can represent her legally<sup>2820</sup> and at the same time be the attorney for the estate."

"You ought to have been a lawyer yourself, my young friend," thought<sup>2840</sup> Mr. Tutt, but he only smiled back at Farnwell, and said: "I dare say you're right. If you'd feel any better to do<sup>2860</sup> it that way I'll bring Miss Rathom in after lunch."

"I suppose Mr. Williams' interest in the Oriental<sup>2880</sup> Company was a controlling one, wasn't it?" he asked generally.

Farnwell looked vague.

"I don't know," he answered<sup>2900</sup>—"I don't think so. I shouldn't say there was any controlling

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interest. Anyhow, there's always been complete<sup>2900</sup> harmony of action among the stockholders."

"The company's done very well, hasn't it?" went on Mr. Tutt,<sup>2901</sup> unaware that the subject was a distasteful one.

"So-so," admitted Farnwell unenthusiastically. "At<sup>2902</sup> the present moment it's sort of marking time."

"Declared cash dividends right along?"

"Oh, yes!"

"At what rate?"

"Two per cent<sup>2903</sup> quarterly."

Farnwell did not see fit to disclose that two months before, in addition to the regular cash<sup>2904</sup> dividend, the directors had declared a stock dividend of one hundred per cent—one share of new stock for each share<sup>3000</sup> of old—distributable at the opening of the annual meeting. Yet before Mr. Tutt got through with<sup>3020</sup> Mr. Farnwell that fact was destined to play an important, if not vital, part in the *dénouement*. (3038)

(To be continued next month)

## Law-Office Correspondence

From "The Law Stenographer"

By Charles E. Baten, Samuel P. Weaver,  
and Raymond P. Kelley

Mr. Jack Close  
c/o McMacken and Ramsey  
660 Colman Building  
Seattle, Washington  
Dear<sup>30</sup> Mr. Close:

I have just finished reading *Reiter vs Bailey*, a case decided December 26,<sup>40</sup> 1934, and appearing in 80 *Washington*, Dec. 201. I noticed that your<sup>60</sup> firm represented the appellant and that you were successful in the appeal, so I am writing to make an<sup>80</sup> inquiry or two.

As I understand it, the plaintiff was entitled to keep the money that had been paid on<sup>100</sup> the contract, and in addition obtained judgment for \$748.91, which, if<sup>130</sup> paid, would give the plaintiff the difference between the contract purchase price and the market value of the property<sup>140</sup> at the time of the abandonment.

The Court in several places notes that there was no declaration of<sup>190</sup> forfeiture or cancellation of the contract. If the contract is not canceled, what happens to the title? In<sup>190</sup> other words, what is the present status of the case? Can the plaintiff take possession and resell the property?<sup>200</sup>

If the contract had been recorded, would you consider the title clear? If, as the Court says, the contract is still<sup>220</sup> in existence, can the plaintiff then sue for specific performance?

There are undoubtedly facts in the set-up<sup>260</sup> of this case that do not appear and that prompted you to take the course you did.

As we run into these questions very<sup>280</sup> frequently, I should appreciate your ideas on the case.

Most sincerely yours, (276)

The Allentown Grocery Company  
Main Avenue and Vincent Street  
Allentown, Pennsylvania  
Gentlemen:<sup>30</sup>

In reply to your letter concerning the sale of

groceries to Frank B. Dalton, a minor, we are pleased<sup>40</sup> to say that you can collect, in court if necessary, for these goods. The law provides that a minor is obligated<sup>60</sup> on his contract for necessities. Dalton, therefore, would not be allowed to use minority as a<sup>80</sup> defense against payment.

For your further information, any minor who marries is thereby emancipated<sup>100</sup> and becomes responsible for all debts contracted by him.

Yours truly, (114)

## By Wits and Wags

Better For Him

He: Do you know the difference between a taxi and a street car?

She: No.

He: Great; then we'll take a street car. (19)

And Likes It!

Teacher: What insect requires the least nourishment?

Peter: The moth, for it eats holes!

But Not Pleased

"But I could not give you enough work to keep you occupied."

"You'd be surprised to see how<sup>\*</sup> little it takes to keep<sup>30</sup> me occupied." (23)

Now She Stays Home

Sales Manager: "Were you able to entertain yourself while waiting for me here in the office, darling?"

His Wife:<sup>20</sup> "Yes, dear, I amused myself with those colored pins in that map on the wall. I changed them around and made them look a<sup>40</sup> lot prettier." (43)

Progress!

Buddy's first school report card appeared promising. It read "Trying." The second card raised his parents' hopes. "Still Trying,"<sup>20</sup> it read. The third, however, blasted all their hopes with a report, "Still very trying." (35)

Another Fumbled

John: "My brother thinks a football coach has four wheels."

Albert: "Ha! ha! And how many wheels has the bally thing?" (19)

He'd Some Idea

"Eternity is something too vast for the human mind to conceive."

"Did you ever pay for a seven-hundred-<sup>20</sup> dollar piano on the installment plan?" (28)

No Jest

Tourist: "What's in here?"

Guide (*leading way into a morgue*): "Remains to be seen, sir." (14)

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## Transcription Speed Project

Dear Mr. McNamara:

Sometimes we get a steak that's a little tough. But we like steak and there isn't any<sup>20</sup> better steak available. So we sharpen up the knife a bit—take a firm grip and bear down. The result is, we<sup>30</sup> eat steak.

Business is sometimes like that. Conditions are not always the best—but we can't change them. Still we want to get<sup>40</sup> business—so we sharpen our wits and bear down on the problems at hand.

Here is a chart that shows just about everything<sup>50</sup> a sales promotion or advertising manager might do to increase sales. Read through it, keep it on your<sup>60</sup> desk, and refer to it and see which direction you will select to increase your efforts.

If you decide to use<sup>70</sup> good letters to prospects or customers as a part of your plans, we are always ready to help—to suggest<sup>80</sup> suitable lists to use—or copy ideas. You have only to telephone us.

Yours very truly, (158)

My dear Mr. Raymond:

Have you ever worried at eleven o'clock on a Saturday morning about who<sup>20</sup> would get out a quick release to the women's page editors of newspapers in cities of over five thousand<sup>30</sup> population?

Where you would get a list of feature writers who deal with the subjects of commerce and finance, so<sup>40</sup> that you might send them an important announcement?

How to get out form letters to three hundred leading newspapers<sup>50</sup> of the United States in eighty minutes?

How you could hurriedly contact key people in any one of a<sup>60</sup> hundred specialized fields?

If you have wondered about these and other problems connected with the intelligent<sup>70</sup> handling of duplicated pieces of mailing matter—mimeographed, multigraphed, or typed—you need wonder no<sup>80</sup> longer.

We have effectively handled activities of this character for some of the leading public<sup>90</sup> relations firms and public relations men in this city, and stand ready to serve you in comparable<sup>100</sup> situations. May we call on you at your convenience to discuss our service.

Sincerely yours, (196)

## The Emotional Drive

(O.G.A. Membership Test for October)

WHILE we have been talking a lot about using the mind, we should face the fact that the mind is only a part of<sup>20</sup> ourselves and perhaps a small part at that. There are folks who think that the mind bears about the same ratio to the<sup>30</sup> rest as the part of an iceberg that we see floating above water bears to the part below the surface.

Our<sup>40</sup> emotions must also be considered. Feeling, which is said to be midway between mind and body, not only takes<sup>50</sup> on the nature of both but attempts to extend its influence in both directions.

Perhaps you don't care about<sup>60</sup> trying to find out where your body ends and your mind begins. You refuse to worry about whether you shake your<sup>70</sup> mind when you shake your head. But the

feeling by which your body tries to rule your mind is very important and needs<sup>100</sup> to be disciplined if you are to attain the proper balance and success. Be governed not so much by what you<sup>110</sup> feel as by what you think, is a good maxim to follow. (170)

## The Old Woman and Sheep

(Junior O.G.A. Text for October)

THERE was an old widow who had a sheep. Wishing to make the most of his wool she shaved him so closely that she cut<sup>20</sup> his skin with the fleece. The sheep did not like this at all, and cried out: "Why do you treat me like this? If you want my flesh,<sup>30</sup> send for the butcher, who will put me out of my misery at once, and if it is only my fleece that you want,<sup>40</sup> send for the shearer, who will clip my wool without shedding my blood! For what good will it do to scar my skin so that<sup>50</sup> it will remain bare?" (84)

## Important N.E.A. Reports

THE work of the National Education Association's committees, commissions, and departments has influenced immeasurably the program, policies, and progress of American education.

Some of the most important of these have been the Committee of Ten (1893); the Committee of Fifteen (1895); the Commission on the Reorganization of Secondary Education (1912); the Emergency Commissions (1918-19) and (1933-35); the National Conference on the Financing of Education (1933); the Committee on the Social-Economic Goals of America (1933-37); the Educational Policies Commission (1935 to date).

## Education Investigation Progresses

PLAN for the Stanford Social-Education Investigation is the title of a 28-page booklet recently published by the School of Education of Stanford University. Grayson N. Kefauver, dean of the School of Education, Stanford, and I. James Quillen, assistant professor of education, Stanford, are co-directors of the project. James Price will direct the business-education aspect of the investigation.

The authors propose to select co-operating schools and teachers of the social studies in the western states, plan with them a program of social education, try out the programs experimentally in cooperating schools, supply research and advisory assistance, and interpret and report the results.

The directors have been working under a grant-in-aid from the General Education Board.